

A TRAINING MANUAL for Child-Care Workers



**Early Childhood Enrichment Program
(ECEP)**

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Early Childhood Enrichment Program*

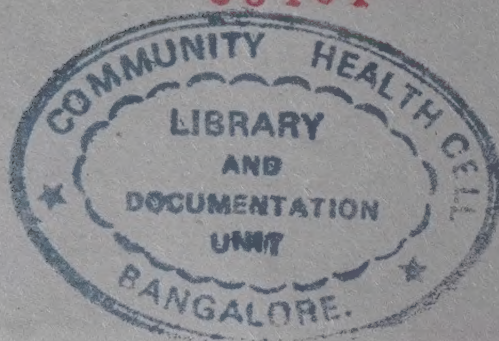
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PREFACE

This TRAINING MANUAL is a guide for early childhood workers. It has been prepared purposely for trainors of government and private agencies as well as civic and professional organizations who intend to improve the knowledge, attitudes and skills of trainees who directly work in day care, rural improvement club or play centers, nursery and kindergarten schools, homes and other child-caring institutions. The need for this manual is felt now more than ever before because of the emerging trend using paraprofessionals including local workers, parents, older siblings, even grandparents with minimal formal educational qualifications in delivering educational services to young children. The government's plan to increase the number of day care centers so that each barangay in the country has at least one to serve its children, ages from birth to six, will need the hiring of more paraprofessionals. It is inevitable that these paraprofessionals will need to undergo training. The training program will highlight the universal characteristics of early childhood inspite of varying cultural influences, the use of indigenous local educational toys and production of printed materials to suit the needs of young children in both the urban and rural setting.

This TRAINING MANUAL is intended to serve as a flexible guide and a supplementary resource material to assist the trainors who will be working constantly to improve and enhance the experiences of young children.

A. G. C.

ACKNOWLEDGEMENTS

Profound gratitude is due to all those who in one way or another contributed to the realization of the Early Childhood Enrichment Program and particularly to the preparation of this TRAINING MANUAL.

Grateful acknowledgement is given to the Coordinating and Technical Committees with members coming from the National Economic and Development Authority, Ministry of Social Services and Development (Bureau of Family and Child Welfare), Ministry of Agriculture (Bureau of Agricultural Extension), Ministry of Education and Culture (Child and Youth Research Center), and Nutrition Center of the Philippines (Mental Feeding Program) for their joint efforts in making possible the integration of services for young children through this developed Training Manual.

Last but not least, we sincerely thank UNICEF, particularly Dr. Wah Wong and Dr. Stephen Umemoto, former and current UNICEF representatives to the Philippines, respectively, for providing the financial support and the University of the Philippines for the office space, facilities and equipment that were used in preparing the manuscript of the Training Manual prior to final printing.

Republic of the Philippines
Ministry of Agriculture
BUREAU OF AGRICULTURAL EXTENSION
Diliman, Quezon City

FOREWORD

President Ferdinand E. Marcos proclaimed and ordered among other: "The Filipino Child; our richest human resource; that he is one of the most important assets of the nation; that every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life; that the molding of his characters starts in the home; that right and duty of parents to rear the child for civic efficiency should receive the aid and support of the government; that other institutions like the school, church and associations and the community should assist the home and the state to prepare the child for the responsibilities of adulthood".

The Ministry of Agriculture as one of agencies charged with these responsibilities and its' concern for rural welfare, undertakes/coordinates through the Bureau of Agricultural Extension projects directly dealing with children. Thus, the Malnutrition Prevention Project (MPP) and the Rural Improvement Club Children Center (RIC-CC).

The publication of this Training Manual for Child Care Workers on Early Childhood Enrichment Program (ECEP) is a significant step toward the realization of the integration of the delivery of existing services for 0-6 years old children and the enrichment/improvement of present child care programs which will ultimately redound to the development of healthy, productive and happy citizens.

The reprinting of this manual for the use of Home Management Technicians (HMTs) and volunteer leaders particularly the RIC in their work in the MPP and the RIC-CC. This is one of the Bureau's support to the Country Program for Children and the Decade of the Filipino Child.

It is hoped that you will find this material interesting, stimulating and useful and will contribute more to the success of the Early Childhood Enrichment Program.

April 5, 1982

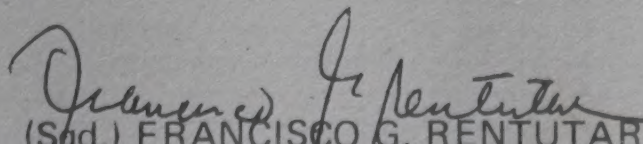

(Sgd.) FRANCISCO G. RENTUTAR
Director

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INTRODUCTION

A. Situation of Children (0-6)

A study on the situation of children in the Philippines revealed that there are three major problems affecting the 0-6 age level which are as follows: 1) high prevalence of malnutrition among mothers, infants and children; 2) high infant and child mortality (death) and high morbidity (illness) among infants, children and mothers; and 3) inadequate mental and psycho-social development. The interrelationship of these three problems is greatly recognized. They are closely and directly linked with one another especially as one tries to look further into the total development of the child.

This document is intended to solve the third problem which is inadequate mental and psycho-social development. This problem is present in all the economic levels of the society, in both the urban and the rural areas, but also affects the behavior and development of the 7-14 and 15-20 age groups which are shown in the form of low motivation, underachievement, lack of positive behavior such as self-discipline, honesty, sense of responsibility, etc.

Some factors contributing to the problem of inadequate mental and psycho-social development are as follows:

1. Physical Factors

a. High Rate of Infant, Child and Maternal Illness

- 1) Communicable diseases rank first among the types of diseases, such as gastro-enteritis, pneumonia, influenza, whooping cough, measles, tetanus, and dysentery (all forms).
- 2) Some leading causes of sickness among the 0-6 age group according to type of disease are:
 - a) respiratory: pneumonia, tuberculosis and whooping cough
 - b) gastro-intestinal: gastro-enteritis and dysentery of all forms
 - c) viral: influenza and measles
 - d) parasitic infections
 - e) bacterial infections
 - f) non-communicable: tumors and congenital defects

Gastro-intestinal diseases rank first, followed by pneumonia (second) and influenza (third) among the leading causes of diseases especially among infants.

- 3) Diseases and disabilities present at birth common among this age group are:
 - a) cerebral palsy
 - b) speech defects, hearing problems, blindness, epilepsy, etc.

b. Undernourishment of both mother and child

- 1) Maternal malnutrition is one condition which is directly related to the nutritional status of children and may also be due to too many pregnancies as well as insufficient pre-natal and post-natal care. Data from the Food and Nutrition Research Institute (FNRI) studies reveal that 85 per cent of Filipino pregnant women and 62.5 per cent of lactating mothers are suffering from anemia.
- 2) Malnutrition in children reported by the Operation Timbang (OPT) of December 1978 shows that 22.8% of the 5 million children weighed were found suffering from severe (6.52%) and moderate (26.35%) malnutrition.
- 3) Most common types of malnutrition among the young children are:
 - a) insufficient protein, energy and calories
 - b) vitamin A deficiency leading to blindness, vitamin B₂, iron and iodine deficiencies
- 4) Severe nutritional inadequacy among infants and children may eventually result in brain damage and thereby prevent the maximum development of the brain.

2. Socio-Cultural Factors

- a) Inadequate education on sound child-rearing practices on the parts of the parents
- b) Large family size
- c) Unwholesome family life
- d) Working parents, substitute parents and child-care helpers (yayas)
- e) Superstitious beliefs and practices of parents
- f) Inappropriate/improper selection of T.V. and radio programs as well as print materials.

All the above factors contribute to the problem on inadequate mental and psycho-social development. The consequences of parents' lack of education and consciousness of their roles as well as of the unhealthy socialization process among children in most cases lead to problems of behavior and learning of children.

It is therefore necessary to look into what is being done by both government and non-government agencies in terms of the kinds of services they provide young children to solve the aforementioned problems. At present, there are quite a number of child services for the 0-6 year-old children. Among these services are those provided by the following:

Ministry of Agriculture:

Rural Improvement Club Children's Centers

Ministry of Social Services and Development:

Day Care Centers

Refugee Centers and

Vocational and Rehabilitation Centers

Ministry of Health:

Targetted Maternal and Child Health

Tulungan Centers

Play Centers

Under Six Clinics

Ministry of Education and Culture:

Nursery and Kindergarten Schools (Urban and Rural)

Schools for Special Children

National Federation of Women's Clubs:

NFWC Nursery and Kindergarten Classes

Religious Organizations:

Catechetical/Bible Schools

Civic/Professional Supported Children's Projects

NCP-Mental Feeding Program Demonstration Centers

B. The Early Childhood Enrichment Program:

Background

The concern for children has brought about many significant events in the history of child development in the country. In anticipation of the celebration of 1979 as the International Year of the Child and the declaration of 1978-1987 as the Decade of the Filipino Child, a study of the situation of children in the Philippines, was undertaken. This became an important reference in the preparation of the Country Program for Children, 1980-1983, a joint project of the UNICEF and the Government of the Philippines. In response to the problems of the 0-6 children, a project entitled "Early Childhood Enrichment Program" was formulated particularly to look into the problem of inadequate mental and psycho-social development. This project has two major components: a) a research, and b) a pilot project on the integration of existing services for pre-school children.

INTEGRATED TRAINING

Definition:

Integrated Training means a common training program for personnel providing services for children ages from birth to six years. These personnel may come from the following agencies:

1. The Ministry of Social Services and Development (Day Care Service) which aims to improve a) the psycho-social development through socialization and b) the nutritional status of malnourished pre-school children of working mothers of depressed families by providing them opportunities to participate in day-care service programs.
2. The Ministry of Agriculture (Rural Improvement Club Children's Center) which is established by the Rural Improvement Clubs in all barangays supervised by the Home Management Technicians. These centers are intended for pre-schoolers who are provided with both supplementary feeding and informal pre-school education.
3. The Nutrition Center of the Philippines (Mental Feeding Program) which develops educational materials like books and toys for mental stimulation of the child in the demonstration centers and trains child-care workers, parents and parent surrogates.
4. The Children's Communication Center which provides informal pre-school education through children's books.
5. Other non-governmental agencies currently rendering services to children 0-6.

Rationale:

The Integrated Program aims to:

1. minimize if not completely remove the overlapping and duplication of services
2. avoid destructive competition, and instead encourage cooperation among agencies
3. maximize the utilization of government and non-governmental resources such as personnel, capital outlay, equipment, materials, etc.
4. bring about a common and concerted effort among agencies to improve the quality of services through research and other related activities.

Specific Objectives:

To be able to implement the standard training design, a common training manual will be developed that can be used by any of the agencies rendering child services. The training program intends to provide guidelines to:

1. orient by 1981 MSSD, MA, MOH, MEC officials at the 3 levels -- national, regional, and provincial -- on the mechanics and implementation of the pilot project
2. organize and train a core of trainers in pilot regions that will train first line supervisors
3. enable first line supervisors to train child care workers
4. train child care workers in organizing a core of parent trainers who will disseminate information on child care to other parents
5. develop a core of parent trainers who will implement parent education programs to other parents and members of the family
6. improve the child rearing practices of parents

C. Philosophy and Guiding Principles of the Early Childhood Enrichment Program

The Early Childhood Enrichment Program is based on the following principles:

1. *that every child as an individual is entitled to an early and total development of his potentials*

The program recognizes the potential role of the child as a future participant in nation building and thereby aims to ensure his maximum development as an active and healthy member of his community. This recognition is based on specific provisions of Section 4 and 5, Article II of the Constitution of the Philippines, Articles 3 and 4 of the Child and Youth Welfare Code (Presidential Decree No. 603), and the guiding principles of the

United Nations International Children's Fund (UNICEF). The program views the child as an invaluable investment and the focus of an integrated approach addressed to respond to his needs from conception to the age of six. The program is further supported by recent studies which revealed that an effective delivery of child services must be total, that is encompassing his physical, mental, social, emotional, and spiritual needs as a human being.

2. that every child is a member of a group/community

Every child is a social being. He is born into a family and eventually becomes a member of a bigger group or community. Thus, the Early Childhood Enrichment Program aims to educate the child as a man involved not only in his own growth but in his fellowman's welfare as well. The program aims to inculcate in the child all the virtues, values and traits of a free, competent and socially-oriented human being.

3. that every child must develop desirable values

Vital to the growth and development of man is a set of proper values, attitudes, beliefs, habits, and abilities which would be developed in the early years of his life. These years constitute the formative period during which he acquires patterns and modes of behavior for the formation of his character. It is extremely important, therefore, that parents and child-care workers provide children the proper stimulation and guidance necessary for the development of these values.

Below are the attitudes and values considered essential for children 0-6 years:

Values in relation to God: reverence, faith, hope, etc.

Values in relation to Self: discipline, self-reliance, honesty, love of work, self-esteem, humility, security, etc.

Values in relation to Others: love, respect, cooperation, social-mindedness, fairness, appreciation, trust, tolerance, etc.

Values in relation to Authority: respect, confidence, obedience, observance of laws and loyalty.

Values in relation to Country: patriotism, nationalism, pride and respect for desirable customs and traditions, etc.

4. that every child should be a beneficiary of integrated efforts, services, and resources

The program must strengthen linkages among different government and private agencies engaged in early childhood activities. Respect for individual organizations must be fostered and guaranteed but their efforts and resources must be

monitored, evaluated, and realigned towards a common point for maximum results. Related organizations shall be invited to participate in the planning, management and implementation of a common design and strategy to accelerate unity of purpose and cooperative implementation of projects and programs. Furthermore, harmonious relations among them can mean the optimum utilization of limited resources throughout the country. This, therefore, will bring about a closer collaboration among agencies.

5. *that services, activities and programs for children should involve the participation of the members of the community*

The program must be oriented towards the fullest participation of people in the barangay, especially in specific depressed areas. The provision and coordination of early childhood basic services must not be limited to assigned community workers and centers. The training and other educative efforts of agencies involved in the program must stimulate interest among parents and adult members of the community and enable them to be integral parts of the child's healthy environment. Ultimately, the people's commitment can generate positive and self-reliant actions responsive to the needs of the child.

THE NATURE OF THE CHILD'S GROWTH

Principles of Growth and Development

In order to provide the kind of environment which fosters growth and learning, it is important to know the nature of the child, how he develops and how he learns. Basic to understanding the nature of the young child is recognition that:

Each child is unique. He is growing and developing the same as other children but in his own pattern and at his own pace.

His growth is patterned. Each child inherits his own pattern of growth at his own characteristic rate. Some children mature early, others late. No two growth patterns are alike and patterns within the individual vary.

His growth is orderly. There is an orderly sequence to growth which, in general, is the same for all children. Children may vary in terms of rate but the sequence usually remains stable.

The rate of growth is not even. Each child grows at his own rate. It is important to know this in order to avoid disturbing comparisons with other children.

Growth is continuous. It proceeds evenly and smoothly when the environment is optimum. The child will resist attempts to force

growth and will tend to grow faster when making up for any temporary period of deprivation.

Growth is cyclic. There are periods of rapid growth followed by a period of slow, steady growth.

Growth progresses in two directions. One is toward increasing individualization, the other toward integration or interdependence and cooperation.

There is unity in growth patterns. Children who mature rapidly usually do so in all phases of growth. Children who do not grow in this way frequently have behavior problems.

Growth is an interrelated pattern. All factors in the child's development are interrelated and interdependent and function as a unit. Feelings and emotions, thinking and reasoning are interdependent with physical and motor development and these affect his interaction with others.

BASIC NEEDS

There are basic needs common to all children but the degree and manner in which these needs are met will affect each child according to his unique pattern. These needs are both physiological and socio-psychological.

Physiological and physical needs include:

- * adequate food starting with mother's milk
- * clean water
- * rest and sleep; All children benefit from planned quiet periods during the day.
- * exercise. Young children have a basic need for movement. Their bodies demand an almost continuous flow of muscular activity that is good and satisfying. Freedom and room to move about are essential.

Socio-psychological needs are:

- * a familiar sensory environment where the child is free to interact with sights, sounds and bodily contact with others.
- * love which continues to be expressed no matter what the child is or does
- * a feeling of belongingness to his family, friends and other peers
- * approval through praise or admiration by peers and adults
- * independence which is acquired gradually through guidance
- * knowing and understanding one's world; the what — why — where and how of experience
- * self-actualization through creative effort and freedom to explore and satisfy curiosity.

THE CHILD'S BEHAVIORAL CHARACTERISTICS AT DIFFERENT DEVELOPMENTAL STAGES

Learning the child's behavioral characteristics during the various stages of his development serves as a groundwork for effective child-rearing. Parents and child-care workers should know the developmental behavior of the child so that they may understand his needs, provide appropriate care, and promote the development of his potentials. Anxieties arising from ignorance of the child's normal behavior will also be minimized.

However, it should be remembered that every child is unique. Normal children vary in their behavior, but also they follow general patterns. Here are some common behavioral characteristics that can be observed in an average normal child:

1. Early Infancy

** Birth to Four Weeks (Newborn or Neonate)*

- a. Sleeps most of the time.
- b. Glances occasionally at nearby objects placed about 6-8 inches away from the eyes.
(Baby is not blind.)
- c. Gets easily startled and irritated by loud sounds (he is not deaf) and sudden movements.
- d. Moves the head a little from side to side (Head is bigger than the chest -- it slumps when baby is held in a sitting position).
- e. Lifts his chin lightly when placed on his stomach.
- f. Has various automatic movements or reflexes such as:
 - 1) Automatic sucking movements when touched on the lips or when something is inserted in the mouth (sucking reflex).
 - 2) Turning of the head towards the object (e.g. nipple) that touches the cheek or anywhere near the mouth and rooting around to put his mouth on the object (rooting reflex). This serves as a guide to the mother when she is breastfeeding.
 - 3) Throwing both arms outward and then back when he hears a loud sound or when his position is suddenly changed (moro or turtle reflex).
 - 4) Automatic grasping of anything placed in the hand (grasp reflex).

** One to Three Months*

- a. Sleeps less than before.
- b. Follows slow moving objects at about 180° degrees and

8-12 inches away from the eyes.

- c. Lifts chin as well as chest when placed on his stomach.
- d. His head still slumps when he is held in sitting position (he has no head control when in upright position).
- e. Turns head to one side when placed on his back.
- f. Is not easily startled by loud sounds and sudden movements.
- g. Begins to listen to and turns head toward the source of the sound, listens to music.
- h. Stares at his own hands, which are frequently closed.
- i. Strikes or swipes at objects randomly.
- j. Places things in his mouth.
- k. May turn his body to one side at the later part of this period.
- l. Starts to smile at anyone's face around 2 months. (Mother's or caretaker's face gets the most frequent smiles from the baby); loves to be cuddled.
- m. Makes sounds or gurgles when excited.
- n. Continues using the reflexes mentioned, except the moro reflex, which disappears at about 3 months of age.

*** Three to Five Months**

- a. Begins to have full control of the head which no longer lags behind when he is pulled up to sit and can hold it erect when he is in an upright position.
- b. Looks at and follows moving objects that are within a yard or so.
- c. Intentionally reaches for things placed before his eyes.
- d. Locates the source of sound with accuracy.
- e. Continues to place things into his mouth, to play with his hands.
- f. Begins to roll over from back to stomach at about 5 months.
- g. Raises feet frequently with knees bent.
- h. Supports some of his weight when held erect with his soles touching the table or on somebody's lap.
- i. Begins to laugh but may show displeasure if left alone while enjoying your company.
- j. Enjoys looking at himself in a mirror.
- k. Explores objects within his reach.
- l. Enjoys staying outdoors. Make sure he is taken out only when the weather is pleasant.
- m. Does some babbling and gurgling.

- n. Identifies his mother's voice or that of his primary caretaker.

*** Five to Eight Months**

- a. Looks intently at objects more than 2 feet away.
- b. Grows interested in looking at very small objects like grains of rice, mongo, crumbs, etc.
- c. Continues to listen to sounds produced by toys, people, and those made by him.
- d. Still loves to place objects in his mouth.
- e. Reaches out and grasps objects within 3-8 inches away from his eyes; grasps objects by raking movements of fingers but cannot pick up very small things like grains of corn or rice.
- f. Rolls over from stomach to back and back to stomach.
- g. Starts to crawl (with tummy touching the surface) around 6-7 months; creeps -- on hands and knees at about 8 months.
- h. Sits with support, but begins to sit alone without support for around 1 minute at about 6-8 months.
- i. Can be pulled from sitting to standing position and supports weight with straightened legs.
- j. Recognizes his mother or primary caretaker and other members of the family with a smile.
- k. Makes cooing sounds when a familiar person tries to talk and make faces at him.
- l. Begins to be able to discriminate familiar faces from those of strangers or around 6-8 months; grows shy or cries when a stranger is around and shows anxiety when caretaker or mother leaves.
- m. Changes moods easily. May cry and then smile or laugh immediately afterwards.
- n. Starts to imitate simple actions -- opening and closing hand ("close-open game"), "Kuyakoy" -- feet swinging, etc.
- o. Begins to try self feeding at about 7-8 months.
- p. Enjoys hide and seek (peek-a-boo or "it bulaga") games.
- q. Continues to explore things by looking, touching, dropping, banging and putting them in his mouth.
- r. Utters syllables like "mama", "bah-bah", "da-da", understands a few single words like "mama", his own name, bottle, etc.

2. Late Infancy

* Eight to One Year

- a. Spends about 20 per cent of his time by staring at things and watching people and what they are doing; enjoys looking at fine, detailed objects (eyes have fully matured).
- b. Continues to listen to various types of sounds.
- c. Can pick up very small objects like a pellet or grain of rice, using pincerlike movement of thumb and forefingers at around 9 months.
- d. Pokes at holes with his index finger; brings things to his mouth.
- e. Handles pencils and crayons, but is still unable to write.
- f. Holds bottle while feeding, removes it and puts it back; holds cup and tries to feed self with a spoon at about 1 year.
- g. Starts to climb stairs and low beds at about 8 months.
- h. Pulls himself to stand by holding to something like a chair or his mother's skirt, etc.
- i. Cruises around or walks while holding on to rails or the arms of a chair at around 10-12 months.
- j. Shows affection by a kiss or hug upon request, or spontaneously.
- k. Continues to enjoy "peek-a-boo" or "it-bulaga" game.
- l. Grows anxious or shy in the presence of strangers, and cries when primary caretaker or mother leaves him.
- m. Waves bye-bye at around 8-9 months.
- n. Imitates a lot of things — tries to comb hair when shown how; gives toy being held when one asks for it.
- o. Enjoys doors swinging back and forth, turns pages, tears paper, strikes, rolls, throws and bangs objects.
- p. Loves to play with water.
- q. Starts to solve very simple problems at about 8-10 months, e.g. tries to find the toy hidden under a cloth or newspaper. He will find it if he watches while you are hiding the toy.
- r. Puts things together and takes them apart; fills up and empties containers.
- s. Plays with objects of various shapes, textures and sizes.
- t. Understands 5-6 words like "Mama", "Papa", his own name, ball, flower, dog, etc.
- u. Mumbles syllables, squeals, and shouts.

* One to Two Years

- a. Continues to enjoy watching people, observing things listening to music and other sounds, and exploring objects.
- b. Opens and closes drawers, pours things out, and puts them back into containers.
- c. Holds cup; uses spoon in eating but prefers to pick up bits of food with his fingers.
- d. Picks up and drops objects.
- e. Begins to make vertical lines using pencil or crayon at about 13-15 months and makes horizontal and circular strokes at around 2-3 years.
- f. Walks unaided at around 12-15 months, although he starts to walk by holding on to someone else's hand.
- g. Climbs stairs by creeping, but progresses by assuming an upright position and holding on the bannisters or railing.
- h. Can squat while playing on the floor at about 1 ½ years.
- i. Grows possessive over his own toys and belongings at around 1 ½ years.
- j. Shows negativistic behavior — says "no", resists requests etc. at around 13-15 months or toward the end of the second year, begins to complain when teased or annoyed.
- k. Wants to attract attention and occasionally has to compete for it.
- l. Enjoys role-playing; begins to cooperate when being dressed.
- m. Becomes more friendly but still expresses fear in the presence of unfamiliar faces and in strange places.
- n. Points to nose, eyes, hair, etc.
- o. Builds a tower of 2 cubes at 15 months, a tower of 3 cubes at 1 ½ years, and a tower of 6-7 cubes at 2 years. Places small cubes in and out of the cup without producing at 1 ½ to 2 years.
- p. Fits different forms (round, triangle, square) into their respective holes in a formboard at 2 years.
- q. Plays alone but does not stay too long in any activity; still wants to play "peek-a-boo" games with others.
- r. Becomes more aware of missing things — i.e. given a problem at 1 year to find a toy covered by 3 pieces of cloth, he pulls off the first cloth, becomes confused and gives up without finding the toy. But at 2 years, he pulls off all the 3 pieces of cloth.

- s. Continues to explore things and places in the house.
- t. Babbles expressively and gradually speaks at 14-24 months; at 15 months, can say 6-10 words — babay (good-bye), baba (go down), meme (sleep), mama/nanay, papa/tatay, etc., speaks 11-15 words — halika (come here), hingi (give me), alis (go away), etc. at 1 ½ years and 41-60 words at 2 years.
- u. Understands simple requests and looks at people as they talk.
- v. Enjoys looking at picture books, can identify 3-4 pictures at 2 years.

3. *Early Childhood*

* Two to Three Years

- a. Runs quite well and can turn at sharp angles; can jump from an 8-inch elevation landing on both feet; skips in a lame duck fashion.
- b. Backs up to a chair to sit down; steers and pedals a tri-cycle at about 2 ½ years.
- c. Wants to do things for himself like feeding and undressing himself; can carry breakable objects safely.
- d. Can throw and kick a ball without losing his balance; builds tower of 9 cubes at three (3) years.
- e. Climbs stairs by putting both feet on the same step before climbing at about 2 ½ years and then at 3 years, he climbs by alternating feet on consecutive steps.
- f. Likes to hold attention and listens to stories about children and himself.
- g. Can dress himself with simple garments and put on slippers and/or shoes, but cannot tie shoes strings until about 3 years; can comb hair with supervision; can run simple errands (get my slippers, pick up your bottle, etc.).
- h. Enjoys having another child play with him, but is not as able to play cooperatively until he is about 3-4 years; may get angry when play is interrupted.
- i. Easily amused with toys or household equipment (pots, lids, pans, etc.).
- j. Span of attention is very short, and will quickly shift from one object to another.
- k. Speaks in short sentences as well as single words; nursery rhymes begin to interest him.
- l. Starts to use imagination when playing (gives part of his cracker to stuffed animals, etc.).

m. Scribbles with pencil and crayons.

*** Three to Four Years**

- a. Moves around — jumps, runs, skips, etc.
- b. Dresses, also feeds and washes himself.
- c. Speaks quite well except for difficult words; asks questions constantly.
- d. Has a very good imagination. Has not made clear distinction between what is make-believe; may have an imaginary playmate.
- e. Needs a large range of play materials to satisfy his widening play interest; can catch ball.
- f. Still scribbles but with more control.
- g. Likes riddles and enjoys guessing games.
- h. Knows color differences, but cannot name them.
- i. Likes to have familiar stories read and re-read without change; explains the pictures.
- j. Begins some cooperative play; has a definite choice of friends; wants to please; accepts simple responsibilities, i.e., keeping toys.
- k. Aggressiveness is expressed in words as well as in actions.
- l. Developing independence; wants to try new ways.
- m. Attention span is still short; dawdles, and resents being hurried; listens to learn.

* **Four to Five Years**

- a. Has good control of the body — runs, skips, dances, jumps, climbs, etc.
- b. Eye-hand coordination is complete but not up to adult standards, (handedness can be determined).
- c. Grows a bit far- sighted.
- d. Activity has a definite direction.
- e. Likes games with movement.
- f. Develops a sense of humor, loves to hear and tell funny stories, delighted when one gets the joke.
- g. Cannot sit still for long periods of time, but attention span is increasing rapidly.
- h. Interested in blocks, paints, clay, "work with" tools, puzzles; tries to create; tells an adult about his work.
- i. Has ideas before starting something.
- j. Can count 4 or more objects and touches them at the same time.
- k. Loves dramatic play, makes up new stories such as playing house, acting like a doctor, etc.
- l. Still acts as an individual and gets along better in small groups.
- m. Has increased ability to handle a situation.
- n. Begins to use language well; talks freely during play; asks endless detailed questions.
- o. Wants to rely on his own resources and powers.
- p. Tries to do what is right.



* **Five to Six Years**

- a. Very active jumps, wriggles, runs. Moves when reading and writing, but his movements are rough and jerky.
- b. Learns better through active play than while sitting.
- c. Tries to control his emotions; expresses them in acceptable ways.
- d. Shouts and fights for his rights; imitates parent's attitudes and moral values.
- e. Competes actively with others.
- f. Plays in small groups, likes role-playing or dramatic games, has "best friends" of the same sex.
- g. Tells stories with gestures.
- h. Likes to have responsibilities; is easily discouraged.
- i. Asks many questions about how things work, what things are for, meaning of words.
- j. Gradually realizes the difference between reality and fantasy.
- k. Grows more concerned with his environment.
- l. Likes to act like "grown-ups."



DEVELOPMENTAL TASKS OF THE EARLY CHILDHOOD YEARS

(BIRTH – 6 years)

Developmental tasks are activities children are expected to perform at certain specific stages in their lives. The successful performance of the basic tasks will enable them to perform easily the next set of tasks or activities. The first tasks are usually simpler than the later ones. The objectives of developmental tasks of young children are the following:

1. To maintain a healthful balance between rest and activity. The child needs to learn to sleep at appropriate times. New-born infants sleep most of the time. They gradually stay awake more each day and by the end of the first year, most of them require only one nap, usually in the middle of the day.
2. To manage his body effectively. The child needs to learn coordination of his eyes and hands, reaching, grasping, handling and manipulating. He needs to learn to walk. Kicking, creeping, crawling, are some of the basic movements of infants before walking. Between the ages of nine and fifteen months, most children are ready to walk. With help and stimulation from others, the child learns to walk after he has mastered the basic skills of movement. With these skills, he should be able to handle himself in many situations.
3. To take solid food satisfactorily. The child needs to develop early sucking, swallowing, adjusting to the nipple. As his foods gradually change to include semi-solids, there is gradual cessation of sucking.

Many things that adults do to him, with him and for him during this period affect his growth. Such things are: kinds and amounts of food, the schedule of feeding, method of handling, the weaning period, and the age when he is weaned. As the child develops, he needs to learn to take solid foods, to enjoy new and different tastes, textures, temperatures and to eat properly according to his age.

4. To learn the control of elimination. A child has to learn how, when, and where to urinate and defecate. As an infant, the child should learn to find satisfaction in the process of urinating and moving his bowels. It is believed that the child is not able to control urination until he is between the ages of two and four years. Control of bowel movement often comes earlier. Many children cannot control urination during night sleep before the age of four.

The toilet training of the child usually provides him with some form of moral training, the effects of which will probably be a part of his character.

5. To learn sex differences. Early in life, a child observes the differences in behavior of the sexes and is taught to "act like a boy," or "act like a girl." He also notes some differences in body form through the kind of clothing that adults expect him to wear. The interest that adults show concerning sexual differences and sexual behavior affects the child's attitudes and his behavior in relation to sex.

6. To learn to talk. A child has to make meaningful sounds and to use these sounds for purposes of communicating with others. During the first few months of life, the child responds to sounds. He later utters specific sounds in specific situations. At about 18 months, he begins using a word to represent a sentence. The child is then developing the collection of sounds from which he can form words, and he is getting the idea that a word stands for something. This is the beginning of language.

During the next two or three years, the child increases his range of words and sounds. The sounds which he learns first he may want to carry over into the learning of other sounds and words. Influences from his environment can affect his learning. As the child grows physically, his vocabulary also grows and by the time he is six years old, he understands many words.

7. To learn to adjust to others. The young child needs to learn to adjust to the expectations of his family and other persons. He has to recognize the controls and authority of others and learn the things he can and cannot do in his world.

He needs to learn to love and to be loved. In so doing he learns to respond to others in such affectionate ways, as smiling, cuddling, loving, and giving of himself trustfully and spontaneously.

He also needs to learn to express and control his feelings. In so doing, he learns to handle his fears in healthful moves to develop a feeling of trust in his world; to manage his feelings of sadness, anger and disappointment satisfactorily.

8. To learn the formation of concepts. From his environment, the child should learn that there are such things as order and regularity. He has to understand the things around him and to try constantly to adjust to them. He needs activities and experiences which will enable him to build concepts and ideas. These will form a necessary basis for mental development later on.

9. To develop a sense of right and wrong. The child needs to learn to take directions and to obey, but not just when authority is present. He has to learn and distinguish good

from bad, right from wrong, and develop his power from within to be a substitute for authority. Upon this he will later build his values and morals.

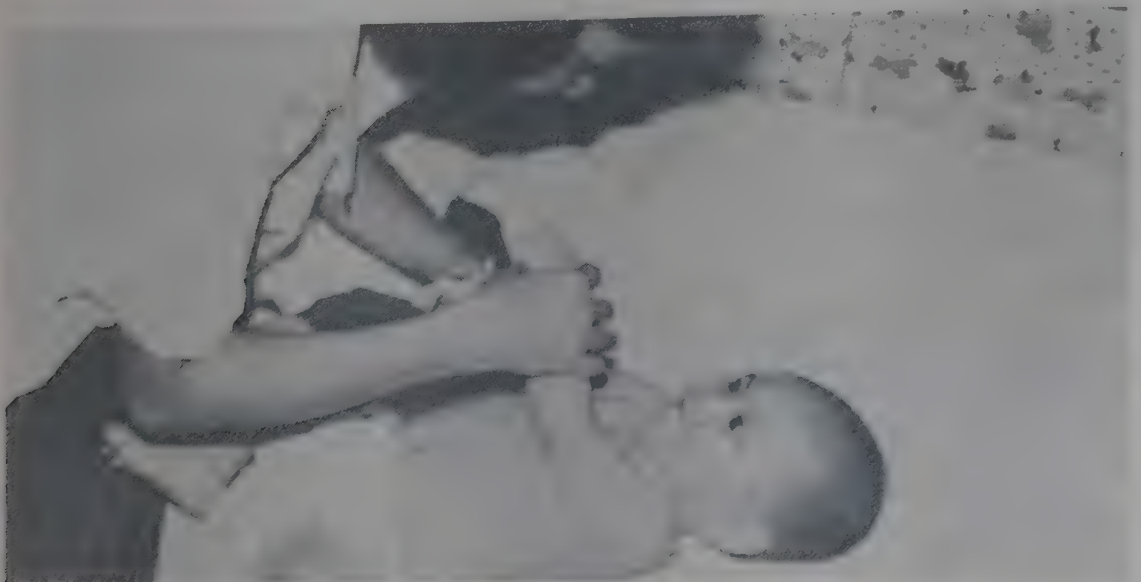
It is the right of every child to be taught and prepare for the task of living in his society. The environment of the young child can either help or prevent him from being prepared for such tasks.

SOME SUGGESTED ACTIVITIES FOR YOUNG CHILDREN

The following suggested activities are intended to promote the mental, social, emotional and physical development of the child:

* Birth – 3 Months

- a. Talk softly to him.
- b. Sing and pat him.
- c. Hold and carry him.
- d. Play soft music to him.
- e. Rock and gently stroke him.
- f. Take him outdoors during fair weather.
- g. Exercise his arms by raising them over head gently.
- h. Exercise his legs by flexing as he lies on your lap.
- i. Present fingers for baby to grasp and play.
- j. Hang securely brightly colored mobiles about 6-12 inches from his eyes, either on his far left or right.
- k. Allow him to follow slow moving object with his eyes about 6-12 inches from his eyes.
- l. Tie a small bell on booties or shoes. As he moves his feet, the bell shakes and produces sounds.
- m. Let him hear sounds from shakers, the ticking clocks, flicking of fingers, soft clapping of hands, clappers, wood struck against wood, etc.
- n. Talk to him or ring a bell from different parts of the room.



- o. Prop him so he can see around.
- p. Place him in a crib or mat and allow him to kick his legs.
- q. Change his position in the crib.
- r. Support his head when you carry him.
- s. Allow him to lie on his stomach for about 15-20 minutes after feeding.

* 3 — 5 Months

- a. Continue to provide things to see, to hear and to touch.
- b. Place him on blanket or mat laid on the floor — sit beside him.
- c. Place bright toys close to him, plastic books, soft balls, bells, rattles.
- d. Talk to him and tell him what you are doing, he is starting to understand and is beginning to learn the use of language.
- e. Play peek-a-boo (it bulaga); use either handkerchief or scarf or your hand to hide face; drop the handkerchief and say "peek-a-boo" (it bulaga) and repeat.
- f. Bring him near the mirror or hand a mirror securely about 6-8 inches from his face.
- g. Sit in front facing him, sing nursery rhyme like "pen pen de sarapen" clapping softly as you sing.
- h. Give gradually new and solid foods. Talk to him while feeding and about things that he sees, hears, and can touch.
- i. Tickle him softly once in a while.
- j. Repeat a sound he has made. Wait for him to imitate. Give him plenty of time.
- k. Allow him to touch harmless objects.
- l. Crumple paper or tear paper so he can hear and distinguish the different sounds.
- m. While holding him on your lap, hold his hands securely and allow him to sip up or to pull himself up.

* 5– 9 Months

Continue activities for 3-5 months and add the following activities;

- a. Sing to him as you work around the room.
- b. Help him play with his feet.
- c. Put pressure on his feet by pushing his feet with your hand or letting him stand on your lap with support.
- d. Allow him to be by himself, to explore his surroundings under your supervision.
- e. Talk to him clearly and about the things he is interested in at the moment.
- f. Provide him with picture books or old magazines.
- g. Provide him with blocks or old magazines.
- h. Provide him with a one piece puzzle or a picture from an old magazine which you cut into some parts to form a puzzle
- i. Provide him with sound makers to bang with like maracas, rattles, etc.
- j. Let him feed himself with his fingers.
- k. Place a small book on his table to see if he will reach for it.
- l. Place two blocks out of easy reach, one to the right and one to the left and see if he tries to reach for them.
- m. Turn him away from his bottle or toy and see if he turns around to look for it.
- n. Place water in a shallow pan and allow him to splash in it.
- o. Give him a doll to bathe which he can do while you bathe him.
- p. Give him toys with movable parts to explore but make sure these parts are not too small (not less than 4 cm. "1 1/2 in." in diameter) to be swallowed.
- q. Wave bye-bye.



*** 9 – 12 Months**

- a. Call him by name as you have done before.
- b. Imitate speech sounds he produces and let him imitate yours.
- c. Translate speech sounds to words “Ma-mama” for Mother.
- d. Play “Hide-Toy” games with him. (Hide his toy while he’s watching you and let him look for it).
- e. Let him look at himself in the mirror, and point to his eyes, mouth, nose.
- f. Name familiar objects and body parts. Point and ask where his nose, eyes, ears, etc. are.
- g. Read to him picture stories, nursery rhymes, and riddles.
- h. Provide him things to bang with, throw, roll, slide, push, etc.
- i. Give him simple instructions, like “Drink your milk, eat your crackers, etc. . .”
- j. Play simple finger games – clapping hands.
- k. Allow him to climb stairs but with your supervision.
- l. Encourage standing and holding on. Praise his efforts even when he falls.
- m. Provide crayons or big pencils for scribbling.
- n. Encourage exploring low shelves.

*** 1 Year**

- a. Provide objects of various sizes, shapes, colors and texture which are safe, clean, unbreakable and with no sharp edges.
- b. Allow the child to handle and examine safe objects in the home. Encourage him to open and close drawers.
- c. Provide him with objects which he can throw, drop, and bang with another object. Allow him to pour things out and to put them back to containers.
- d. Encourage him to feed himself either using his own fingers or spoon. Allow him to hold the cup when he drinks.
- e. Provide large crayons and scrap papers. Twigs with no sharp edges may be used in scribbling on a banana leaf.
- f. Give opportunity to practice walking, crawling and climbing stairs with close supervision. Avoid placing the child in the playpen or crib for a long time, preferably not more than 15-20 minutes.

- g. Bring child to parks or garden (avoid crowds) during fair weather.
- h. Provide him with low chair and table if possible.
- i. Don't allow other children to get his toys and other belongings while he is playing with or using them. However, he should be encouraged to share his toys.
- j. Be firm but loving when the child becomes negativistic. Allow him to win a minor struggle at this particular stage of life when he learns to assert himself.
- k. Continue to respond promptly and regularly to his cries and needs. Be around to share with his experiences, pains, excitement, curiosity and frustrations. However, don't allow yourself to be monopolized. Do not give too much attention to the child. Start teaching him to be independent.
- l. Slowly expose him to people outside the family circle. Never leave him alone with a stranger even if the "stranger" is his "lola".
- m. Continue teaching him the parts of his body by naming and pointing to his ears, nose, hands, etc.
- n. Provide toys such as empty plastic cups, any plastic containers with lids if possible, boxes of different sizes and shapes, pots and pans of all sizes, small pails suitable for pouring, stuffed animals like cuddly toys, and various types of balls.
- o. Provide him with the simple puzzles of different forms—round, triangle, square that would fit into their respective holes in a formboard.
- p. Continue to talk clearly and slowly to the child. Use language that is concrete, simple and within his level of understanding. (Do not speak in abstract language).
- q. Find out his interests and try to give him the necessary information about the object by the use of a simple language. Preferably, use the same language/dialect all throughout.
- r. Read or tell him stories when he is about to sleep. Do not force him to listen to you when he is doing something else. Buy or make picture books for him.

* 2 - 3 Years

- a. Provide opportunity for running, jumping, climbing and other motor activities. (Close supervision is necessary to avoid accidents).

- b. Allow him to feed and dress himself with little help.
- c. Continue providing him with toys such as balls, small containers for water play, blocks, cubes, cups, clay and other manipulative materials.
- d. Give him opportunity to socialize with other children outside the family. Group play should be supervised with an adult.
- e. Listen to his stories and encourage verbalization of clear and concrete sentences. Tell him nursery rhymes.
- f. Provide crayons, pencils and papers for scribbling.
- g. Provide quiet activities before bedtime. Read to him short stories or do some storytelling.

*** 3 – 4 Years**

- a. Continue to provide opportunities for running, jumping, climbing and other motor activities. (Close supervision is necessary to avoid accidents.)
- b. Allow him to feed and dress himself.
- c. Provide him with clothes which facilitate dressing up. Clothes with front openings and big buttons are preferable.
- d. Continue providing him with manipulative materials like blocks and puzzles.
- e. Encourage him to explore and ask questions. Give honest answers which are simple enough to understand.
- f. Provide materials which will give him the opportunity to use his imagination — e.g. blocks.
- g. Provide a large range of play materials to satisfy his widening interest.
- h. Provide him with materials which will enhance the development of his fine motor skills. Pencils, crayons, scissors and paper for drawing and cutting are essential.
- i. Give simple responsibilities, e.g. keeping toys and helping set the table.
- j. Provide him with picture and story books he may go over on his own.

* 4 – 5 Years

- a. Provide the child with plenty of space for running, jumping, climbing and other motor activities.
- b. Provide materials which enhance creativity — blocks, paints, clay. Show appreciation for finished work.
- c. Provide a dramatic corner to encourage role playing.
- d. Give him opportunities to take on responsibility like being the leader of a game. This will develop the child's confidence in himself.
- e. Provide an environment which will stimulate the child to think and to ask questions. Answer questions in the simplest way; he will understand them.
- f. Encourage him to do things in the right way and appreciate what he has done.
- g. Continue to provide him with materials which will enhance the development of his fine motor skills. Pencil, crayons, paints, scissors and paper for drawing and cutting are essential.



* **5 -- 6 Years**

- a. Let the child tell stories and listen to him.
- b. Expose him to nature -- go on nature trips; encourage him to do gardening chores.
- c. Encourage role playing -- provide a dramatic corner.
- d. Provide plenty of space for jumping, running, skipping and climbing.
- e. Encourage group games and following single directions.
- f. Give simple answers to questions he asks.
- g. Ask open-ended questions -- why? how?
- h. Provide materials for musical expression/rhythmics.
- i. Let him dramatize a favorite story using different inflections.
- j. Provide materials for counting and seriation, e.g. bottle caps of different sizes, empty spools, shells, etc.
- k. Teach him simple nursery rhymes, action songs and poems.
- l. Give him simple responsibilities such as putting away toys, sweeping, watering the plants, running errands.
- m. Provide picture books and magazines to increase vocabulary.
- n. Provide materials for painting, cutting, pasting.



GENERAL GUIDELINES IN PREPARING A GOOD EARLY CHILDHOOD PROGRAM

To attain the objectives of a good program for young children, the program must be well-planned. It must be designed to meet their needs for growth and development. Its daily schedule should provide:

- * a balance of social, emotional, aesthetic, motor, language, number, science and cognitive activities
- * a balance of large group and individual work
- * a balance of quiet and active activities
- * a balance of indoor and outdoor activities
- * a balance of free, spontaneous and planned, supervised activities
- * routines which encourage the development of good habits and which give them the security of a well-ordered and pre-planned events

The purpose of the program is to provide experience within an enriched environment not only to prepare them to get ready for school and increase their potentials for initial success in school, but importantly to provide them with opportunities to realize their potentials.

THINGS TO CONSIDER IN PREPARING A GOOD EARLY CHILDHOOD PROGRAM

The program of the child care center is much more than a schedule of daily activities. It is the means by which the child care worker helps the child develop his capabilities to the fullest extent — physically, mentally, emotionally and socially.

The early childhood program is made up of many different aspects — physical care and protection of the child, enriching experiences through varied program activities in the areas of art, music, science, social studies, language etc.; routines (washing, eating, toiletting, resting) and relationship with their peers and adults. Each is equally important and none can be left out. This is in cognizance of the interdependence of the child's physical, emotional, intellectual and social growth and the importance of his relationships with others.

A suitable curriculum for early childhood enrichment programs cannot be contained in a workbook, kit, textbook or program guide. It must be planned by the child care worker based on the needs of a particular group of children in mind. Written plans, properly planned and flexibly used are helpful to make the early childhood program function smoothly and purposefully. Advanced planning is important to get the best results.

1. *Consider the needs of children, both individually and as a group.*

Children coming from different socio-economic backgrounds will have different needs. A child who comes from a deprived rural background will have different needs from the one with urban background. In turn, a child who comes from a home with plenty of money and "things" will still have different needs. A group composed of children with big differences in age, cultural and economic background or intellectual development will necessitate very careful planning if the children's needs and interests are to be met. We cannot provide identical experiences to each child because children are reared differently from one another.

2. *Consider the provision of enough time for each activity.*

To provide for variation in children's interests, in attention span, in style and speed of activity, enough time should be allotted for each activity. Providing sufficient time makes discipline easier. The less the child care worker interrupts the children's activity, to line up, to move to another activity or come together as a group, the fewer the discipline problems.

If a child is to be allowed to work at his own pace/speed, rather than a pace dictated by the teacher or time schedule, enough time must be allowed for him to do so. A program based upon the idea that children are interested in learning, and learn most when they are interested, must allow sufficient time for a balance of interests and activities.

3. *Consider the available resources and the way these resources can be used to the best advantage.*

The community's natural resources, books, songs, scraps, both traditional and new equipment should be used. Resources are the learning materials for the child. The way they are used has an impact upon the learning environment in a particular classroom.

The child care worker should have in mind what learning she expects to take place, and structure the environment in such a way that this expected learning is likely to happen.

Considering the available resources and the way these resources can be used to best advantage makes it possible to plan for the correlation of activities and materials such as field trips, books, songs, and makes it easy for the child to make connections and see relationships. For instance, the child discovers that the picture in his book is just like what he saw in the market. It allows for continuity and sequencing.

Resources can be used in a variety of ways to maintain children's interest and provide challenge. If the same equipment, songs, games or stories keep showing up on the lesson plan, again and again, the child care worker can be sure she needs to bring out new equipment or suggest new uses for the old equipment or change the old books and songs. As the children master the simplest activity with outdoor equipment it should be changed around, combined or simplified to provide more challenge and different kinds of experience.

4. *Consider the areas of the indoor and outdoor learning environment and the activities that are likely to be occurring there.*

This involves placement of various activities so that they are properly supervised by adults (or volunteers) who can give proper support and supervision and allow arrangement of equipment and activities so that they do not interfere with one another.

5. *Consider the objectives of the programs, both long and short range.*

The achievement of objectives is directly related to how explicitly they have been defined and how carefully the learning experiences have been developed to achieve these objectives. Whether the objective is general, "improving the child's self-image" or a very specific one such as learning the meaning of "the same as" and "different from", the objective is far more likely to be achieved if it is planned for, necessary equipment and supplies are available and the child-care worker how to guide and respond to the children.

6. *Consider the method or methods to be used.*

The child care worker's philosophy about what young children should learn and how they learn is reflected in the way the curriculum is planned. The way the needs of the children are met, the way the resources are used, and the way the components of the program are organized and function in action constitute a method or a combination of methods. The teacher who believes that children want to learn and like to learn should have plans to reflect that conviction.

THE CURRICULAR PROGRAM

Careful planning is vital to the success of any program for young children. This planning is based upon the intellectual, physical, social, emotional and aesthetic (artistic) needs of young children. It is based upon sound educational principles and reflects the philosophy giving

importance to the development of the child during his most formative years.

A. Objectives

The objectives of a good program for children under six are:

1. To help each child experience intellectual growth and educational stimulation by:
 - * developing a positive attitude toward learning
 - * making discoveries, developing problem-solving ability
 - * sharpening sensory awareness, learning about his environment by exploring, observing, listening, touching, tasting, smelling, and balancing
 - * expressing himself verbally, communicating with others, increasing his vocabulary, gaining skill in enunciation and pronunciation, developing auditory discrimination
 - * listening to and appreciating stories, poetry, music, and rhythms
 - * developing concepts and understanding about the world around him
 - * participating in dramatic play, dramatizing stories, telling experiences in sequence, reporting on trips, helping to plan group experiences
 - * acquiring an understanding of concepts in mathematics, science, social sciences, language arts, and other curricular areas
 - * experimenting with tools, materials, and equipment designed to lay basic foundations for future learnings
2. To help each child become emotionally sound by:
 - * building a positive self-concept; valuing himself as a unique individual
 - * developing confidence in himself and in his abilities; becoming independent and self-reliant
 - * developing confidence in others, children, parents, teachers, and other adults in his immediate environment
 - * persisting in his efforts; experiencing success
 - * accepting and adjusting to opposition or lack of success
 - * expressing his emotions of affection, pleasure, boredom, sympathy, compassion, humor, laughter, fear, anxiety, frustration, hostility, jealousy, and learning how to channel them constructively
 - * building empathy for the feelings and emotions of others
3. To help each child become socially well adjusted by:
 - * building positive relationships within his home

- * experiencing a recognition of his own rights as a human being
 - * learning to respect the rights of others
 - * learning to participate as a leader and a follower
 - * learning through experience to share and to take turns
 - * assuming responsibility for his own acts
 - * learning to give and to accept helpful criticism
 - * learning to respond to directions and to accept limits involved in living in a group
 - * accepting the responsibility of caring for his own things and for the things of others
4. To help each child acquire physical well-being by:
- * developing muscular control and coordination
 - * establishing desirable habits such as toilet routines, hand-washing, relaxation during rest period, suitable clothing for weather conditions, positive attitudes towards nourishing foods
 - * developing wholesome attitudes toward body and bodily functions
 - * practicing good posture for walking, running, sitting, standing and lying down
 - * accepting physical differences between boys and girls
 - * practicing safety procedures in the use of tools and equipment
 - * experiencing a balanced program of activity, relaxation and rest
 - * accepting and understanding disabilities in himself and others
 - * developing positive attitudes toward the physician, nurse, dentist and community health authorities
 - * engaging in motor activities such as running, skipping, jumping, hopping, climbing, pushing, lifting, pulling, sliding, falling and rolling
 - * gaining skill in throwing, catching, bouncing, and rolling a ball, walking and balancing on boards, suspending his weight from bars, ladders, or big strong branches of trees, turning somersaults and climbing stairs, trees, etc. . .
5. To help each child develop aesthetic growth through:
- * exercising all his senses
 - * awareness of beauty in his surroundings
 - * expressing feelings as well as ideas
 - * appreciation of music, art, language, dance and other forms of creative expression

- * enjoying of good literature, poetry, story-telling and dramatization
- * expressing himself creatively through language movement, music, art and other activities
- * expressing joy in creating and interpreting his own work
- * appreciating the work of others



PLAY AND GAMES

PLAY:

Why play . . . ?

Play is essential in the life of children as it helps them master their environment, understand and cope with the world around them. In play, children discover themselves, their strengths and weaknesses, their skills and interests. Play provides opportunities for each child to develop socially, emotionally, intellectually and physically.

Play develops social skills

Through play, children learn about themselves and others; through interaction with other children and adults, they develop social skills. They learn how their behavior affects others and what behaviour is acceptable to society.

Children also learn social skills by 'role playing'. Father, mother, doctor, teacher, storekeeper are all roles that can be explored through make-believe and, in the process, children learn more about the function of these people and the way they work together.

Play promotes emotional development

Through play, children become aware of their emotions and how to deal with them. They may be happy through success or sad because of failure. In their relations with others, they learn how it feels to be accepted and praised or criticized or rejected. By striving for the difficult, they may experience the joy of achievement, or, by taking risks, the fear that comes with daring the unknown. By dealing with these emotions in the play situation, children experiment and learn to feel comfortable with their reactions and emotions.

Children are often able to work out frustration or anger in play. It is much more acceptable to knock over a pile of blocks than a small brother, or to send a quarrelsome group of 5 year-old running a race to release their anger.



Play is related to intellectual development

It provides children with the opportunity to explore and experiment with the world around them – natural or man-made. To watch a flower grow or to make a kite and learn to fly it, enhance the child's knowledge about how and why things grow, change and function.

Through play, children have an opportunity to reinforce things they have been taught at home; it enriches their understanding of things, and develops a sense of inquiry that might continue throughout life.

Play is exercise

Physical growth is, of course, directly enhanced by play. Running, jumping, climbing, swinging, throwing, catching, all develop large muscle coordination. Cutting, pasting and painting, constructing models or putting together puzzles, playing with clay or puppets, all develop small muscle coordination.

GAMES :

Games are played by children and they provide unlimited potentialities for development in the motor, sensory and intellectual areas, for the expression of feelings, friendliness, love, hostility and hate.

Games are valuable because they involve the:

a) Use of the body

- running and chasing provide outlets for excess energy
- skills are developed while handling a ball which can be thrown and caught, or hit with a bat
- sensory powers, primarily sight, hearing, and touch are enhanced as in "hide and seek"
- bodily control of finer muscles develops the ability to be independent and not to follow blindly as in games like building blocks, mosaics, etc. . .

b) Use of intellectual or mental power based entirely upon the ability to remember sequences of words or to associate objects or symbols with ideas. Dominos and similar games are primarily intellectual games.

Every game has certain rules which must be obeyed and followed.

Some of these rules are:

- taking turns
- accepting elimination from the game or inactivity for a period of time
- accepting decisions made by the leader or worker
- playing fair and observing rules

*Suggestions for Young Children's Games**

1. Young children cannot follow complicated rules of the game. Choose games with simple instructions.
2. Gather them around you as you explain what is expected and give demonstrations of what is to be done.
3. Pick out one or two able children and allow them to demonstrate what you showed them.
4. Then, gradually involve more and more of the rest, until all or most of them are in the game.
5. Have alternate activities ready for those who choose not to participate.
6. Keep alert for the time when the interest for the game wanes.
7. Vary the game unless the children themselves insist on playing the same games.
8. Never force a child to participate.
9. Plan the time-span of the games to be short; keep groups/teams small.
10. It is better to play several short games than to insist on a single long one.

RHYTHM, DANCE AND MUSIC

Rhythm involves the movement of the body; it is basic to all forms of music and dance. It provides avenues for self-expression and primarily provides a means of communication through movement.

Dance is an effective medium which uses the whole body as an outlet for an idea or emotion; it is one of the forms of art in action. It also provides means for aesthetic movement and emotional release.

Music is a universal language. It is an ideal medium for facilitating quick contacts among children. It is invaluable for expressing feelings, ideas, emotions such as joy, sorrow, love, hate, fear, hope, and faith. It also provides opportunity to experiment with sound and rhythm.

Group singing is encouraged among young children. It provides relaxation. Moreover, it increases member acceptance by the others and stimulates the group as a whole.

Rhythm bands organized by and for children offer a legitimate way to make noise. Great physical and emotional energy is released through pounding of drums, cymbals, gongs, etc. . .

Music for young children can be more than just listening and singing. It provides opportunity for hearing different kinds of sounds, for experimenting with rhythms, for dramatizing to music and for responding to music with spontaneous body movements. It provides avenues for self-expression, for community sharing of ideas, feelings and thoughts.

There are many kinds of songs you can sing with children. Folk songs and nursery rhymes are good and dependable.

*** Introducing Songs**

- 1) Begin with songs that are familiar to the children.
- 2) A good song for your first singing session is one that uses all the children's name. Choose a very simple one like, "I wonder where Maria has gone" and sing it, substituting each child's name and something he is wearing. Encourage the children to sing along with you.
- 3) Don't worry about how well you can sing. Children respond to your enthusiasm rather than to your voice quality.
- 4) After a few sessions, try a simple song with few words. Giving an idea of what the song is about before you sing it, makes any song more appealing. Sing the song in a simple voice. Sing it again slowly and invite the children to sing along with you.
- 5) You will find that children pick up most songs quickly.

*** Provide a variety of activities, materials and types of organization such as**

- 1) Permitting the musically gifted child to lead songs.
- 2) Dividing the children into performing groups and evaluating groups.
- 3) Having the girls perform for the boys and vice-versa.
- 4) Creating appropriate rhythmic action. Rhythmic activities that go with singing are:
 - ordinary rhythm patterns:
march, walk, skip, run, gallop, tip-toe, swing, heel and toe, kick, jump, sway, hop, stoop.
 - animal rhythm
imitating movements of butterflies, duck, birds, frogs, grasshoppers, monkeys, etc.

ARTS and CRAFTS

Arts and Crafts are all those activities which require the use of the hands and result in a concrete finished product, e.g. painting, sketching, knotting, etc., However, for small children the *process* and materials rather than the *product* are important. Too early emphasis upon the finished product stifle their creativity.

Arts and crafts for young children are valuable because they:

- * Help develop psycho-motor, affective and cognitive skills.
- * Provide a rich experience in self-expression
- * Help children acquire knowledge of design, color, shapes, texture
- * Develop awareness of others and stimulate cooperation. Members of a crafts group share working space, tools, materials, and gradually each learn to cooperate with others.
- * Provide means for aesthetic enjoyment
- * Provide opportunities to gain a sense of achievement and self confidence through ability to make use of his hands or develop mastery over materials and techniques.

Some Guidelines For Art Activities

- 1) Keep it free. Let the children experiment as much as they want.
- 2) Be prepared for a mess. Put newspapers on the floor, make sure the children put smocks aprons or even old clothes.



- 3) Offer children as many kinds of art materials as possible.
- 4) Don't judge children's art by adult standards. These very standards are the greatest block to their creativeness.
- 5) Give few instructions as possible. Too many instructions can limit experimentation.
- 6) Don't ask children "what is that?" The child may not have thought about a concrete object until you asked him. And thinking about a real object may get in the way of the feelings he was trying to express or the experimenting he was doing.
- 7) Show interest in children's art and be generous with praise. But be sure you mean what you say.
- 8) Don't use coloring books, by presenting a child a book of adult drawings, you are saying, "This is the only way to draw."
- 9) Don't make models for children to copy. If you do, you are again setting standards as well as making it difficult for a child to use his imagination.

COLLAGE

Equipment:

Collage materials for pasting —

- * Fabrics of all textures
 - smooth (cotton)
 - raised (corduroy)
 - soft (velvet)
- * Scissors for cutting
- * Paste (homemade or commercial, solid or liquid)
- * Background paper (brown wrapping paper, card-boards, paper plates)
- * Miscellaneous
 - feathers, strings, yarn thread, buttons, toothpicks, gravel and sand, small shells, wood shaving, egg shells, dried peas and beans, ribbon, rug, cloth scraps, absorbent cotton, etc.

Preparing collage materials:

When you prepare materials, cut them into abstract shapes then into recognizable outlines. If you are using gift paper that has pictures rather than an overall pattern, cut it into such pieces that the pictures are not recognizable. Make your pieces at least $\frac{1}{2}$ " x $\frac{1}{2}$ ", or they will be too small for the children to handle easily. To vary your pieces, cut them with pinking shears occasionally,

or tear them. Even children who cannot use scissors can tear and enjoy preparing for collage this way. Once they have learned to cut, leave some large pieces in the tray, so they can have the opportunity to cut their own shapes if they want to.

Have a collage tray one for each kind of scrap. You can use boxes for the purpose.

How to Begin:

In introducing a collage activity, prepare on the table a pair of scissors and paste at each child's place. In the middle of the table, put the tray containing only one kind of collage material. Pieces of colored construction paper cut into simple abstract shapes are a good first choice. Next to the tray lay a stack of background papers. Explain to the children that they can make pictures by pasting pieces from the tray on the paper. This is not the time to tell them how to paste neatly.

First collages are often nothing more than one or two scraps on an entire sheet of paper.

Once the children are happy making collages, you can show them how to paste properly.

Vary your tray often, or the children may become bored. Add more cuttings to the collage tray.

Once you have introduced the children to collage-making, devote one section of the art shelf to it. Leave a full tray, paste and scissors, and background paper there. When the children feel like making collages, they can take the things to the table, and set to work.

BRUSH PAINTING

Materials Needed:

- * an easel
- * water paint, powdered (red, blue, yellow, black and white)
- * long-handled brushes of different sizes $\frac{1}{2}$ " , $\frac{3}{4}$ " , and 1".
- * old newspaper; newsprint
- * smocks or homemade aprons; old clothes
- * paint containers — plastic jars or cups

Setting Up:

When the children arrive, the easel should be ready for painting. Paper is clamped on the easel. When easels are unavailable, painting can be done by tacking old newspapers on the floor or against walls.

Paints should be ready to use with a brush in each container.

Start with two primary colors. Provide a container, bottle or a glass of water for rinsing brushes.

Setting Limits:

When a child begins painting for the first time, allow him to develop first a good feeling about painting without imposing rules. When this step is passed and you feel it is time to set some limits, then, be specific. - "This brush is for red." If you make a mistake, rinse your brush in the water."

The Finished Product:

Children usually like to have their names on their work — but not always. Ask the child whether he wants his name printed and where.

Dry the paintings. They can be dropped over a string across a room to dry or simply placed on the floor, or when it is sunny, they can be left outside to dry.

Clean-up Tips:

When you are ready to put the paints away, wipe the lips of all jars. This will make it easier to open next time.

Clean brushes with water and dry.

FINGER PAINTING

Equipment:

- * Fingerpaints, commercial or homemade

Recipe: Beat together $\frac{1}{2}$ cup of starch, $\frac{1}{2}$ cup of soap flakes (not powdered), 1 cup water until consistency is of whipped potatoes. Add food coloring.

- * Paper

How to Begin:

The table or paper to be used for finger painting must first be moistened with a damp sponge or cloth. You may have to do this for the child since the surface needs to be wet without soaking. Put about a spoonful of paint on the paper using a spoon or a twig. Let the child coat the area with his open palm until the paint is used up. Give more -- a spoonful at a time -- until the entire surface is coated. The child then makes his picture by rubbing his fingers (or hands) on the paint, leaving a design on it. If he does not like what he has done, he can "erase" it by recoating the surface.

GADGET PAINTING

There are other kinds of painting besides brush painting and fingerpainting. There is string painting, stalk printing, or vegetable printing using carved camote, carrot or cut banana stalks, etc. . . .

CRAYONING:

Crayons offer many more possibilities than most people realize, but crayoning is still less satisfying than all the messier art forms like brush and finger painting, collage, etc. Crayons are fine, but they should not be used as a substitute for the other art media.

Crayons have three useable surfaces — not just the point. The *point* makes a fine line, but the *flat end* opposite the point makes a wide one.

The *side* of a crayon can cover a large surface with shaded lines rather than the dark solid lines made by the ends. Peel crayons before you give them to the children, and they will discover these possibilities more easily. You can also notch the sides of some crayons. The effect is quite different from that attained by using the smooth flat side of the stick.

Crayoning is usually done on paper of various texture. An irregular and interesting effect is achieved by putting a piece of corrugated cardboard, sandpaper, under the paper to be crayoned.

Children can also make their crayon designs on a piece of fabric. Old linen sheets, scrap clothing materials or any kind of smooth, tightly woven fabrics will do. To set the design, iron the fabric with a warm iron, using a damp press cloth.

STORY TELLING and DRAMATICS (Make Believe Play)

Story telling is the process of narrating the sequence or events either of real or imaginary happenings. Stories can either be told to the children by day care workers in their own words or read aloud from the books. Stories can be created by the children themselves and told to the rest of the group.

Dramatics includes pantomimes, puppet shows, festivals, celebrations and pageants.

Stories and Dramatic Plays in the program

- * Provide an opportunity to identify with the character and situations in the story.
- * Bring to the surface the feelings of both narrator and listeners and this influences their relations with others.
- * Develop fluency and naturalness in expression
- * Provide opportunities to organize ideas and expression
- * Improve communication skills, gain information and develop concepts
- * Project definite ideas and feelings through action or word or both as they talk about characters and situations.
- * Play out ideas and fantasies about the experience they are undergoing as in dramatic play
- * Stimulate the imagination
- * Develop attitudes toward other people
- * Provide real enjoyment
- * Develop decision-making, skill through choice of play, selection of members for parts, etc.



STORIES AND POEMS

Choosing Books for Young Children:

There are many children's books available today. Some are clearly marked for preschool children and others are not marked at all. How do you go about deciding whether a book is suitable for your children? Here are some general criteria for selecting books for them, as well as some specific suggestions on helping them to enjoy listening.

STYLE must be clear and simple. The sentences are short. There are not many unfamiliar words. The books are not too long, taking into consideration young children's short attention span.

CONTENTS are understandable and provide concrete ideas. Usually there is only one main character, and has a simple story line. They should include some familiar details such as recognizable people, animals, relationships, feelings, in realistic and "fantasy" stories. Avoid themes that disturb young children such as those that depict abandonment or rejection by parents, frightening incidents of injury to the body.

ILLUSTRATIONS must be clear, and easily recognizable for what they are, with true, realistic colours, if colour is used. They should be artistically appealing to children. There should be at least one illustration for each important idea in the story.

LANGUAGE

For young children communication arts includes such areas as refinement of language skills, pre-writing and pre-reading experiences.

Language Develops Self-Expression

Children enjoy playing and experimenting with sounds and words. They make their own words and enjoy imitating sounds. They express their moods through imitation of sounds like the sound of wind whistling, rain falling against the window, water pouring from the faucet, birds chirping, bus stopping at the corner and many others.

Even toddlers undergo the stages of speech development, e.g. cooing, gurgling and babbling until he develops fluency and naturalness in expression and speaks distinctly in a pleasant voice with good control both as to volume and tone. This therefore becomes his social tool to organize ideas in expression and learn to form habits of correct usage.

We must establish a comfortably relaxed atmosphere that stimulates children to talk freely with everyone. We must spend time to talk to him and provide experiences and rich environment for him to explore. But the most important of all is to provide good models for children to pattern their communication skills.

Language Develops Self-Concept and Self-Esteem

As children take active participation in experimenting and recording sounds, they are able to trust their ability. The child's use of language opens to him a whole new world of learning, understanding and relating to his surroundings. The more a child discovers the things he can do with sounds the more he wants encouragement for him to talk; he may, by the time he gets three years old, have formed several vocabulary words which will enhance his morals and value for himself.

Through language, children become aware of their feelings of success and failure. Once encouraged, they learn to feel accepted but when criticized, they feel rejected; when confronted with difficult situations they become challenged and take risks in attempting to work out various ways to cope with them.

READING

Although most children have had many stories read to them by the time they are three, listening to a story in a group is a somewhat different experience. The children are aware of each other and may find it harder to pay attention to the story than when they are alone with the reader. Their ability to listen attentively in a group will improve with time; it is important not to expect too much from them at first.

Find a comfortable place for storytelling, either on a chair/stool or on the floor, with the children on both sides of you. Make sure that they all can see the illustrations as you read. The children may like to be physically close to you during storytime, touching your arm or laying their heads on your lap. One child may like to snuggle right up on your lap. Let everybody get settled before you begin reading.

Be sure you have read the story once or twice before you read it to the group, and that you know it well enough to read in a conversational voice, looking up at the children as often as you can. Don't use a greatly inflected way of speaking and don't try for dramatic facial or vocal effects, especially the first few times. Read in a calm, natural voice, using tempo changes, if necessary, to add a little drama.

Letting the Children Participate in your Reading

Using a Flannel Board

A good way to make storytime less of a passive period is to use a flannelboard and cut-off pictures. You can buy a flannelboard and a complete set of flannel cut-outs that includes most things you will need for your story, or you can make your own flannelboard. Paste a solid coloured piece of flannel on a large piece of cardboard or plywood, on the top of the cardboard box, or on the backing of a large picture frame with the glass removed. When you have selected your story, cut out magazine pictures to illustrate it, or make your own. Glue a small strip of sandpaper or flannel to the back of each picture. When you are ready to read the story, give each child one or two of the cut-outs and explain that when each hears his picture mentioned in the story, he is to take it to the flannelboard and press it on. As you read the story the first few times, you may have to remind the children of what they are to do: "A mother bird sat on her egg . . . who has the mother bird?"

Looking at the Illustrations

As you read the story, give the children plenty of time to look at the illustrations before you turn each page. You can help the children to develop their powers of observation by pointing out details in the illustration or asking them questions about what they see, but don't spend so long on an illustration that the children will lose track of the story.

Sometimes an illustration will seem to upset a child for no particular reason. He may close his eyes tightly, or seem to stare in strange fascination, or even begin to cry.

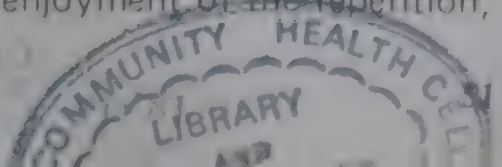
A child will worry about why a person shown or described has only one eye, or why a partially obscured horse has only two feet. Children may also be upset by the absence, in the story: "Where did the mother go?" the child may ask, when only the children are shown in the picture. You will need to clear up these misconceptions and reassure the children about the conventions of art opposed to real things.

Once in a while children should be given opportunity to tell and share their own stories to their friends or classmates. This develops articulations and increases their vocabulary. Also it increases and enhances their sociability.

POETRY

Young children have a very basic enjoyment of the repetition,

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alliterations and rhythmic patterns of poetry. Without the slightest encouragement, they will learn poetry by heart and proudly recite it to any willing listener.

However unlike stories, which are usually reserved for a special storytime, poetry is best introduced in short doses at odd moments when it is suddenly appropriate. For example, read 'The Swing' after everybody has been swinging, 'The Rain' on a rainy day, and so on.

Nursery Rhymes

Nursery rhymes are an excellent introduction to poetry. Most nursery rhymes have traditional tunes that the children may already know. Indeed, children who have learned to sing a great number of nursery rhymes will invariably have a more musical approach to spoken poetry when introduced to it than children without this background. They will say the lines with greater inflections, emphasizing the rhymes and raising and lowering their voices appropriately, just as they did when singing the nursery rhymes.

Fingerplay Poetry

Fingerplay poetry invites active participation. Some have traditional music, and many have been passed on from generation to generation without losing their appeal. Here is one example:

EENCY WEENCY SPIDER

Eency weency spider went up the water spout
(Thumbs and forefingers make a climbing motion)

Down came the rain and washed the spider out.

(Both hands go up and down)

Out come the sun and dried up all the rain.

(Raising hands slowly and make a circle with fingers touching above head)

So the eency weency spider went up the spout again.

(Repeat first motion)

SCIENCE

For the young child, science is merely exploring the world around him. It includes observing and discovering some unknown principles or effect by trying out or experimenting with things.

Importance of Science

Science is essential because it provides children increasing awareness of an ability to observe natural phenomenon. Thus, child-

ren learn to understand relationships among things and people.

Science activities provide opportunities to appreciate the richness of the environment and be grateful for them. It is important to give the children freedom to explore the environment.

Science develops the senses. Through science children are able to identify and distinguish things through the senses of smell, taste, sound, touch and sight. It helps them find answers to their questions and therefore nurture interest and genuine curiosity in solving problems.

Science develops social relations through experiments. Children learn to work in groups or share results and observations with other children.

Suggestions for Children's Experiments

1. Young children love to put things inside their mouth. Be sure the ingredients used for experiments are safe.
2. Choose experiments with simple instructions.
3. Provide activities with definite outcomes. Be sure outcomes are observable within a short period of time.
4. The child care worker should try the experiments before presenting them to the children.
5. Conduct one experiment at a time and carry it through before beginning another one.
6. Gather children around you as you explain what is expected and give demonstrations of what is to be done.
7. Let the children observe and report results of experiment.

Suggested Activities

1. *Discriminating sensory data.* This includes activities showing similarities and differences of objects through the use of the sense of sight, touch, hearing, smell and movement.
 - a) *Listening walk* -- Take the children for a walk -- almost anywhere. During the walk, instruct them to be very quiet for 1 or 2 minutes at a time and to just listen, then to report one at a time on what they just heard. A ten-minute walk can be interspersed with several listening pauses until the possibilities of the area have been exhausted.
 - b) *Sensory Game* -- The basic idea of the listening walk can be applied to other sensory experiences (smelling, feeling) and to different locations (school yard, rice paddies, street, etc.)
 - c) *Touch Table* -- Put examples of as many objects of different texture as possible on the science table. Include 2 or 3 different things with similar textures if space allows. When

this is first introduced, the children can be invited to supply the "name" of the texture.

- d) *Tasting Game* – One idea is to give each child a different kind of juice in a small, covered plastic cup with a straw for sucking. Have the children identify the kind of juice (tamarind, mango, guyabano, calamansi, coconut water). Another idea is to have several small cups placed on a table each containing a plastic spoon, and invite one child at a time to taste and report how it tastes and what he thinks it is. Other children may watch and listen as they wait for their turn. The teacher should mix up the order of the cups occasionally to prevent observers from learning the order, which might distract them from the taste. A variation of this is to use blindfolds on the tasters.
2. *Experiments with colors.* Children can mix two colors together, for example, black and white. This can be done with paints at the easel, with crayons on paper, or by super-imposing pieces of cellophane on one another. The child care worker can also set this up as a "scientific experiment" by providing several cups or glasses of water color, with a spoon or eye dropper of each. Into a glass half full of clear water, the child puts a spoonful of two different colors such as red and blue. This will produce purple.
 3. *Cooking activities.* These are excellent activities for encouraging following directions. The child care worker can write the sequences of steps to be followed on a large piece of paper. She can help the children follow the recipe step by step.
 4. *Describing fruits and vegetables.* The child care worker brings different fresh vegetables or fruits to class. The children are first encouraged to examine by handling and smelling.
 5. *Hypothesizing.* The process usually begins by raising a question and then proposing a relationship or making a guess (based upon earlier related experience) about something that will happen. For example, the child care worker asks "what will happen if I boil this pan of water"? The children hypothesize that it will turn into steam and disappear.

Experimenting with plants – The teacher can use plants to encourage children to make a number of different hypothesis:

-- What will happen if we water one and not the other?

-- If we put one in the sun and the other in the shade?

6. *Creating.* This involves putting elements together in a novel way, trying out different approaches to the same goal. Creativity develops from opportunities to experiment with both ma-

terials and ideas. Art activities are excellent means of fostering creative expression.

SOCIAL STUDIES

For the young child, social studies include the acquisition of skills (social skills) for living with others (social living). Social studies are important because:

- * They develop intelligent, self-reliant and self-directing individuals who can function as useful members of groups, the family, the barangay, the nation, and the world.

- * Children begin to develop understanding of cooperative group living with recognition and appreciation for honesty, courtesy and responsibility. They learn about themselves and others; through association with other children and adults; they learn how their behavior affects others.

- * Social studies also widen the social environment through activities that give them the chance to work, play, and meet other people. Children should be provided with appropriate environment materials and toys to promote understanding of social living making sure of their natural interest in the things which surround them — the family and the neighborhood.

Suggested Activities

1. Identification of members in the family.
2. Discussion of the roles of the members in the family.
3. Naming the community helpers the doctors, the dentists, the policeman, the nurse, the barangay captain, etc. . . . and the things they do in the community.
4. Construction using cardboard, boxes, crates, blocks etc. to show the different rooms in the home and the things the members of the family do in each room.
5. Block building to show the market, the church, the school, etc.
6. Use of large toys in constructing buildings.
7. Dramatizing with definite roles assigned to each pre-schooler. One play the role of a sick member in the family; another plays the role of the doctor. The doctor visits the sick and they talk.
8. Through art work children may be encouraged to draw, paint, color pictures of farmers, fisherman etc.
9. Using picture books children may engage in reading for information, reading to illustrate or broaden interests.
10. Music activities like singing songs which enrich the children's interest may lead them to rhythmic interpretation of the activities.

11. Field trips -- visits to offices/places of community helpers such as policemen, the doctors, dentists, nurses, teachers, carpenters, etc. . . will develop awareness of their roles in the community and how they are affected by them.

MATHEMATICS for young children includes such activities that require -- observing, quantifying, measuring, experiencing, ordering, classifying and analyzing.

Mathematics is important because it:

- * Develops precision and accuracy.
- * Provides experiences in observing and reporting accurately
- * Helps in qualifying concepts with distinction between more or less, many and few, etc.
- * Develops orderliness through mathematics, children are involved in ranking or seriation, such as, classifying from small to large, first to last, light to heavy, longest to shortest. It also provides experiences in one to one correspondence activities.

Suggested Activities that will Develop the Following Skills:

1. Observing -- This skill requires close attention to details and the ability to discriminate similarities and differences in what one sees.
 - * "Noticing" walk. Take children for a walk and encourage them to look for different shapes, colors, sizes and things that move versus things that remain still; things that are rough vs. things that are smooth; etc. It is best to direct attention to only one thing at a time.
 - * Picture study. Children are shown large, colorful pictures one at a time and asked to name as many things as they can see.
2. Quantifying -- Number concepts begin with distinctions between more or less, many and few, and eventually develop into an understanding that is more than that symbolized by the numerals. For example, "9", is more than that symbolized by "8" or that "4" is less than "6". Measuring, counting, adding, subtracting, multiplying and dividing are quantifying skills that have meaning only at the sense motor level for children under 7 years old.
 - * Counting experience. At the opening of the day, one child counts the number of boys present, then the number of girls. Numbers may be recorded by attaching paper figures of boys and girls to an "attendance chart" or may be recorded on a chart which also includes the helpers for the day. The child care worker may discuss with the children whether there are more boys than girls, fewer, the same, etc.

3. Measuring experiences. Children can be introduced to concepts of large, small, more, less, full, empty, half, etc. if they are given a variety of measuring cups, spoons and bottles, and something to measure, such as rice, flour, water, or sand. The children may experiment freely at first and gradually become aware of the differences of quantities and the numerals in the measuring instruments. Older kindergarten children enjoy simple "question cards" which they read and answer on a piece of paper to be checked by the child care worker.

Examples of questions: "How many $\frac{1}{4}$ cups = 1 cup? or How many tablespoons = $\frac{1}{2}$ cup? Cards can be illustrated with simple drawing of the measuring instruments.

* Cooking experience. Baking native cakes or any food that requires several ingredients can also reinforce concepts of quantity and measurement. The child should do the measuring. This is a good experience for teaching the importance of quantity and accurate measurements.

4. Ordering. This involves seriation or ranking, such as from small to large, first to last, light to heavy, longest to shortest. It also involves making one-to-one correspondence, a skill which appears to be prerequisite to understanding more abstract number concepts. A child uses one-to-one correspondence when he matches the number of cups to the number of saucers or the number of crayons to the number of children.

a. Largest to smallest. Present several stones of different sizes but similar shapes and ask children to arrange them in a row from largest to smallest. It is important that the objects be as much alike as possible in every way except size, so that the child attends to the size dimension. A variation of this exercise is "lightest to heaviest", "hardest to softest". "longest to shortest" etc. Again, use similar items that vary in only one dimension.

b. One-to-One Correspondence. Pieces of paper and crayons can be spread on a table with the crayons spread apart and the paper bunched together. Ask the child which has more -- paper or crayons? Ask the child to match the paper and crayons on one-to-one basis.

c. Growth charts. Cut strips of brown paper to measure the child's height and tape it on the wall. Have each child stand against the paper and mark his height with magic marker or colored pencil. Help the child use a yardstick and note the number of inches from the floor. Leave the strips on the wall

or roll them up and store them until a second measurement is taken. Use different colored magic marker each time. Encourage children's interest in their own growth by pointing out who is the shortest and the tallest.

5. Classifying. This refers to the placing of objects, people, events and processes into categories on the basis of selected attributes, such as color, form, function or occurrence, etc. Classification on the basis of only one distinctive attribute must be practiced before the child is ready to classify using two or more characteristics.
6. Analyzing. This involves attending to the separate parts that make up a whole. For example, the children may "analyze" a particular picture or photograph by naming and discussing different objects or parts of the picture. A picture of a family may be analyzed in terms of the members of the family.
7. Synthesizing. Elements of things or action are combined into a whole. This requires the use of other cognitive processes such as discriminating, relating one experience to another, noting causation, etc. For example, the pieces of puzzles are combined to make a picture; a list of several characteristics may be recognized as those of a carabao; a specified combination of ingredients makes "maruya", or "puto".

TRIPS IN THE NEIGHBORHOOD (Out-of-Doors)

Field trips and out-of-door activities are educational visits to interesting places such as parks, zoos, playgrounds, police or fire stations, markets, etc. These trips and out-of-door activities for young children are important because they:

- * Provide new and enriching experiences
- * Provide increasing awareness of and ability to observe the immediate environment.
- * Make children see things accurately and describe what they are
- * Provide opportunities for the development of the senses
- * Provide a real adventure for children
- * Widen the knowledge of their social environment
- * Make use of children's natural interest in the things which surround them.

By the age three years, the young children are beginning to be interested in what is going on in the world beyond their own homes. They have so much to learn about their immediate neighborhood that you can plan many exciting trips for them outside the day care center.



Some Guidelines When You Bring Young Children To Field Trips

1. Preparing the children

- * Plan your trips.
- * Discuss with the children where you are going, what you are going to see.
- * If you have appropriate pictures, display them and have the children look at them and discuss them. If you have an appropriate story or poem, read it. If you know an appropriate song, teach it to the children.

2. Getting there

Taking a trip with young children requires safety rules. If you feel unsure about managing so many children at one time, ask another adult to accompany you on the trip.

3. Suggested Field Trips

Local Business

Stores/groceries/market

Drug store

Bakery

Barber or shoe repair shop

Community Service

Police Station

Railroad

Hospital

Fire Station

Airport

Harbour

Post Office

Bus Station



Farms

Fruit trees	River, lake
Flower garden	Bridge
Vegetable garden	Animals

Miscellaneous

Parks	Picnic grounds
Zoos	Parties

4. During the field trip you can bring the children's attention to many different aspects of their environment. Develop their ability to observe by:
- birdwatching
 - watching the weather — the wind, air, rain
 - describing the trees and flowers
 - counting the animals
 - collecting pebbles, twigs, leaves, etc.

5. After the trip

Your trip will not be over just because you have returned to the center. You will be evaluating information as well as the experiences of the children during block building, dramatic play, science, and art sessions.

- * Discussion: Have a free discussion with the children about what they have seen. What is something they saw that they liked? did not like?
- * Dramatic Play: Let the children act out the story of their trip. For example, let each child be something seen on the trip.

SCHEDULING

The following sample of a daily schedule gives a sequence of activity periods, the approximate amount of time spent in each period and the types of activities which might easily be worked into it. Some guidelines should be observed in preparing the schedule. They are as follows:

Work Time/Free Play (30 Minutes)

At work time or free play, the children work in the area they are interested in. During this period, the child care worker helps the child to develop his ability to concentrate for increasingly long periods of time on his chosen task. The child care worker should encourage the child to integrate the knowledge he gains from working in several areas.



1. Art area: The child care worker may provide a specific goal-centered activity for this area. On the other hand, the area may be open to the children so that they may make materials for use in other work areas. Certain materials should always be readily available to children: crayons, scissors, pencils, paste, paper, paint, paint brushes, etc.
2. Large motor area: The equipment contained in this area — blocks, boards, riding toys — should be used to implement pre-determined goals.
3. Doll corner: This is a housekeeping unit where children can assume various roles. It provides excellent opportunities for developing play skills.
4. Quiet area: The quiet area is that part of the room which contains table activity materials. This area includes such items as puzzles, books, beads, and other manipulatives. Children may also conduct science experiments in this area.

Clean-Up Time (5 Minutes)

This time provides an excellent opportunity for the child worker to reinforce the concepts the child has dealt with. For instance, when putting away the blocks, the child care worker may reinforce a classification concept by saying, "all of the big blocks should be placed here." The children also tell why they are putting certain materials in particular places.

Circle Time (15 Minutes)

The child care worker may check attendances, teach calendar and weather lessons. This period may also be spent for children to share their experiences outside of the center. "Opening" songs may be sung at this time.



Curricular Learning (15 - 20 Minutes)

The child care worker decides each day what specific goals to attain in each of the curricular areas: science, language arts, social studies and mathematics. Since the child's attention span is very short (7 - 8 minutes only) finger plays and rhymes may be introduced between activities.

Outdoor Activities (20 Minutes)

During this time, the children should be encouraged to engage in large motor activities. The teacher may plan structured activities for the group at times. Equipment such as old tires, swings, slides, balance beams, balls and materials for sand play should be available for children to use.



Wash-Up and Toilet Time (10 Minutes)

Opportunities to observe health rules and develop proper habits of cleanliness before the children partake of the snack/meal.



Snack Time (15 - 20 Minutes)

While children are eating, they may be encouraged to engage in conversation and also share experiences to the group. This is the best opportunity to teach proper eating habits and etiquette as well as time for informal discussion about nutrition.



Rest Period (10 Minutes)

A balance between active and quiet periods is necessary. The children may take a short nap (lying on their mats or heads reclining on the table) or read books quietly. The room may be darkened by turning off the lights or drawing the curtains. Listening to soft music is also recommended.



Music and Rhythmic Period (15 Minutes)

Rhythm instruments, songs of motion, circle games may be used for creative movements.

Story Time (10 Minutes)

Read or tell stories to the children which are related to the lesson for the day to an activity or to significant events.

Dismissal Time (15 Minutes)

This time segment is also viewed as a teaching time. Goodbye songs are sung while children prepare to go home.



Sample Schedule

TIME: 9:00 – 11:30 AM/ 2:00 – 4:30 P.M.

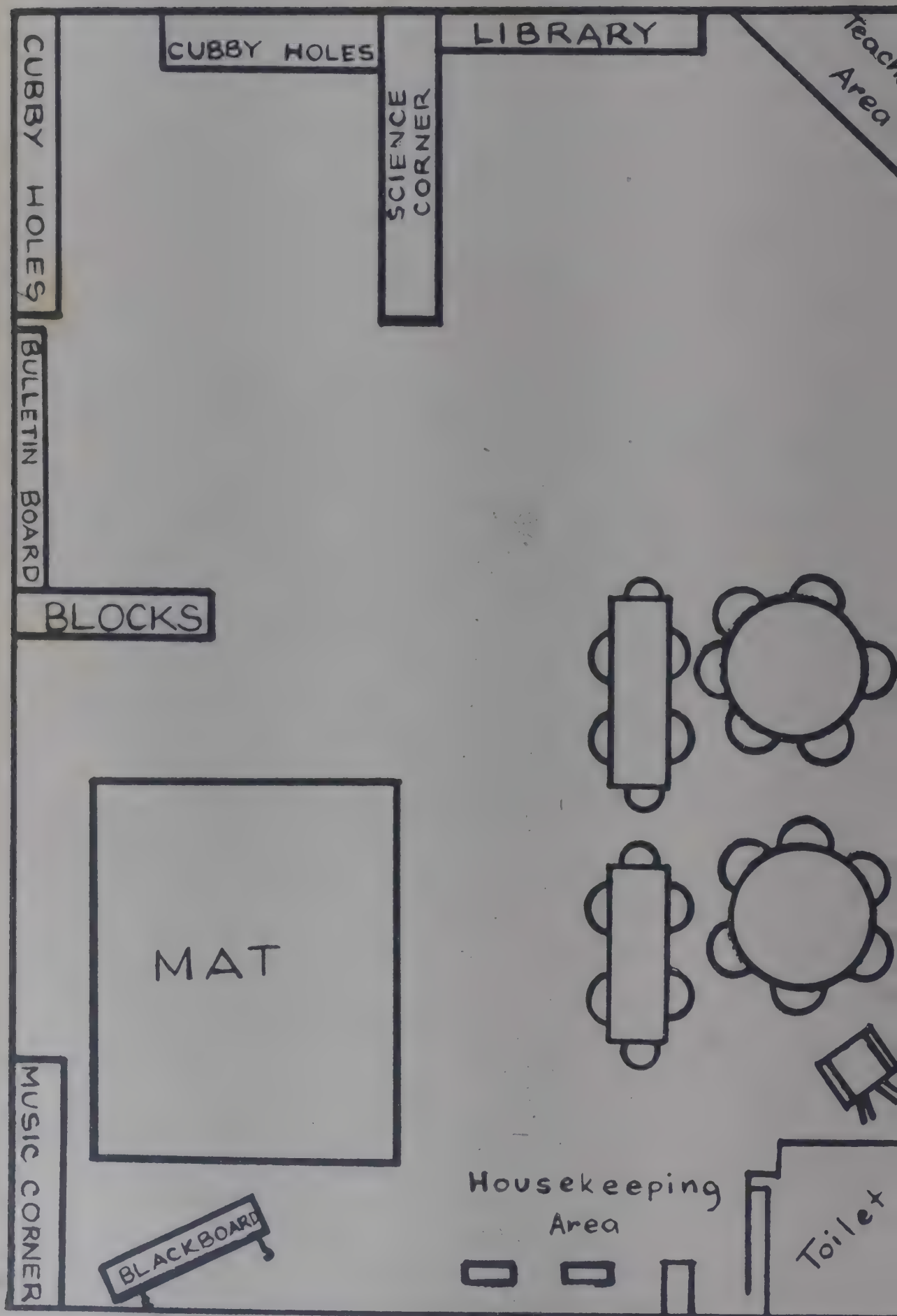
9:00 – 9:15	Welcome, health inspection and self-directed
(2:00 – 2:15)	play (warming up)
9:15 – 9:30	Art activities
(2:30 – 3:00)	
10:00 – 10:15	Wash-up and snack
(3:00 – 3:15)	
10:15 – 10:30	Outdoor activities
(3:15 – 3:30)	
10:30 – 10:50	Science and social studies
(3:30 – 3:50)	
10:50 – 11:05	Music time
(3:50 – 4:05)	
11:05 – 11:15	Story time
(4:05 – 4:15)	
11:15 – 11:25	Number experiences
(4:15 – 4:25)	
11:25 – 11:30	Clean-up and dismissal
(4:25 – 4:30)	

STRUCTURING THE CLASSROOM

Space communicates with people. It tells us how to act and how not to act. What it tells us to do is related to what is in the space and how these things are arranged or organized. Children tend to behave in ways suggested by spatial contents and arrangements. If the classroom is interesting to children, they are likely to play in an interested way, provided the rest of the setting is not excessively distracting.

The classroom should be a carefully planned setting with different areas designed to meet the developmental needs of young children. Each area has a specific function and clearly marked for a particular activity such as painting, blockbuilding, sand play, water play, or a place for reading story books. Some areas may have multiple functions, e.g., a book area or reading corner may be used as a group meeting area or rest area. The table area may serve both as a place for art, puzzles, and snack.

The variety of areas as well as the adequacy of space and materials provided are significant considerations. Certain areas such as the housekeeping and block building areas require more space for



children's movements. The location of areas is another important consideration in structuring the classroom. For example, the reading corner which is a quiet place should not be located next to the block building area where children are naturally noisy as they construct or build structures, or the art corner should be situated near the water facilities.

Another important consideration in structuring the classroom is the amount of empty space per child in determining the organization. Good organization provides ease of movement throughout the classroom or yard. Large numbers of children need a larger total amount of space.

From the child care worker's point of view, organization is also related to ease of supervision and efficient placement of storage units. It is important that the shape of the space and the distribution of objects in that space allow child-care workers to see and be seen with ease. It is also very important that materials be stored in places within reach.

Children respond to the messages given to them by the physical environment. They grow and learn readily when the environment interests them. They need a good "climate" of stimulation through the equipment child-care **workers** provide, the way they arrange and re-arrange the classroom, and through the attention and encouragement they give individual children in its use.

Suggested List of Preschool Materials and Equipment

A. Indoor equipment/supplies

1. Basic furniture/equipment

- a. tables — 20" x 50" x 24" high (as much as there are number of children)
- b. chairs — child size; sturdy
- c. shelves for blocks, books, etc.
- d. cubby holes — as many as there are number of children
- e. blackboard

2. Music Corner

- a. record player (if available)
- b. children's records (if available)
- c. tambourines
- d. bells
- e. drums
- f. triangles
- g. rhythm sticks
- h. sound blocks
- i. song books

- j. rattles
- k. cymbals

3. Dramatic Corner

- a. old shoes and bags
- b. discarded kitchen utensils like forks, spoons, cups saucers, pots and pans, chopping boards, etc.
- c. big boxes for shelves
- d. mirrors
- e. old make-up kits
- f. old dresses, shorts, t-shirts, pants, etc.
- g. dolls
- h. small pillows, blankets
- i. small cradle
- j. make believe tables with chairs
- k. plates, glasses, buckets, etc.
- l. old molders, scoops
- m. puppets
- n. masks
- o. curtains

4. Materials for sleeping and resting

- a. mats
- b. pillows

5. Materials for washing/toileting

- a. towel and glass rack
- b. toilet bowls (child size) -- ratio: 7 children to 1 bowl.
- c. 1 built-in lavatory with five faucets.

6. Materials for eating/snacks and meals

- a. water container
- b. pitchers
- c. trays
- d. plates
- e. cups and saucers
- f. glasses
- g. eating utensils — forks, spoons, knives

7. Materials for the reading area/library

- a. picture books, story books
- b. book stand
- c. flannel board, cut out figures
- d. puppets
- e. mat, tables, chairs
- f. picture, flash cards

8. Block area

- a. blocks of different shapes, sizes and lengths

9. Art materials

- a. pencils (colored and ordinary)
- b. paint
- c. paint brushes
- d. crayons
- e. chalk (white and colored)
- f. chalk board
- g. easel boards or their substitutes
- h. paste/glue/scotch tape/masking tape
- i. colored paper
- j. construction paper/art paper
- k. glazed paper
- l. newsprint or old newspapers
- m. manila paper
- n. old magazines
- o. cartolina (diff. colors)
- p. blunt scissors
- q. sandpaper
- r. pentel pens, charcoal
- s. salvage and remnant papers and cloth
- t. aluminum foils, wax paper
- u. crepe paper, tissue paper
- v. used or unused holiday wrapping papers, old ribbons
- w. fruits and vegetables that provide interesting cross section cut
- x. corrugated cardboard, cardboard strips
- y. natural materials (leaves, sticks, stones, pieces of wood, etc.)
- z. water color

10. Manipulative materials

- a. grocery bags
- b. old boxes (different kinds and sizes)
- c. rubber bands
- d. empty spools of thread, toilet paper, film rolls, etc.
- e. sponges
- f. clothespin, hair rollers
- g. straws, lollipop sticks, popsicle sticks
- h. styrofoam
- i. toothpicks, eggshells, beans, pebbles
- j. soap
- k. clay (sawdust with starch or other substitutes)
- l. empty tin cans, ice cream containers
- m. paper cups, paper plates
- n. electric wires (plastic coated in different colors)
- o. thin rubber tubing

- p. yarns, threads, buttons
- q. sequins, christmas balls
- r. bottle caps, cork
- s. puzzles

11. Science materials

- a. pets — fishes, birds, turtles, rabbits, chickens, cats other pets that may be cared for in the center.
- b. plants — experiment on plant growth
- c. collection of shells, stones, rocks
- d. magnets
- e. iron fillings
- f. magnifying glass
- g. pressed leaves of different shapes
- h. water table
- i. collection of insects

12. Outdoor equipment

1. Materials for Sand Play

- a. sandbox — 50 x 60 square ft. wide with sittable rims
- b. shovels, pails, small dishes

2. Materials for climbing

- a. ropes — 13'' apart
- b. wooden crates
- c. low, sturdy trees

3. Materials for Water Play

- a. basins
- b. hose
- c. sprinkler
- d. pails

4. Materials for sliding slides

5. Materials for swinging

- a. tires with rope
- b. swing set

6. Materials for throwing balls, different sizes

7. Materials for carpentry/building

- a. work bench
- b. hammer
- c. nail-varied sizes
- d. bolts, screws, hooks
- e. pliers, screw drivers
- f. wood scraps
- g. storage shelves
- h. brooms, dustpan
- i. ropes

OPERATION OF A CHILD CARE CENTER

A. Pre-Implementation Phase

1. Identification of the site/building

- * Contact the municipal council for the latest municipal profile. From the data, identify the priority barangay needing the service for approval of the municipal council.
- * Meet with the barangay captain of the identified barangay to discuss the purpose of the service and the need to conduct a baseline survey to identify the purok or neighborhood that is in most need of the service.
- * Identify available facilities and community services.
- * Train community volunteers who will conduct the survey.
- * Conduct the survey proper.
- * With the collated/analyzed data meet with the barangay council to discuss the results of the survey, the setting up of a child care facility, if none as yet exists, and the creation of a Barangay Committee for the Protection of Children (BCPC) as called for in Article 87 in PD. 603, which states among others, "Promote the opening and maintenance of playgrounds and day care centers"
- * With the barangay captain or chairman of the BCPC
 - a. Select the location for the child care center and make arrangements for the use of a building or room for the purpose.
 - b. Initiate the construction of the building, if not available.

The following criteria should be considered in the selection of the site/building:

- * The center must be located within walking distance of the children to be serviced.
- * It should be away from dangerous and unsanitary places.
- * The space allows children independence of space. If there is no open space immediately adjacent to the center, some other space is available within walking distance to the center.
- * It is also preferred that toilet and washing facilities, space for cooking and for the parents to meet is available within the center or adjacent to the center.

Facilities/equipment needed:

- * Kitchen and feeding facilities — cooking and feeding utensils.
- * Toys for indoor and outdoor activities preferably made of local materials.

2. Identification of potential volunteers/workers: recruitment, selection and training.

- * Using the survey data, identify potential child care volunteers and call on them or perhaps meet them as a group if there are two or more volunteers.
- * Select the child care volunteers/workers using the following criteria:
 - has a natural liking and interest in children
 - is physically and mentally healthy
 - has a good sense of humor and pleasant disposition
 - is at least a high school graduate
 - has ability to work with parents
 - is creative
 - preferably, is a resident of the same barangay.
- * Train the child care workers/volunteers

3. Identification, recruitment and selection of children to be served.

- * Using the survey data, identify the potential families needing the service and conduct home visits to determine eligibility (use intake form)
- * Invite the Rural Health Unit (RHU) doctor for medical examination of identified children.
- * Final selection of qualified preschoolers.
- * Initial evaluation of the social development of each preschool child (use the prescribed form)

4. Programming in the child care center

- * Child care workers/volunteers plan program of activities in the centers for children in consultation with the special worker (SW)/home management technician (HMT) (Plan of Activities)
- * SW/HMT plans activities for parents both in the center and home.
- * SW/HMT plans for the continuous in-service training of child care workers.

B. Implementation Phase.

1. Opening of the center and start of operation
2. Role of child care workers (Please refer to topic on pages 84–92). in the Center)
3. Role of Parents
4. Delineation of responsibilities of other staff members concerned.
 - a) Social Worker/Home Management Technician

- * Train the child care workers who will be responsible for operating the center.
 - * Provide technical assistance to child care workers and parent leaders
 - * Monitor and evaluate program implementation at the municipal level.
 - * Conduct parent education on the following subject matter areas: child growth and development, family life, home management, health and sanitation, food and nutrition, rights and duties of parents, population awareness/family planning.
 - * Assist families with other problems that need intervention.
 - * Submit required reports to Provincial Branch Office
- b) Doctor
- * Conduct medical examination and treatment of children
 - * Make referrals when necessary
- c) Local Government/Barangay Council for the Protection of children/NGO (sponsoring Agency or Individual)
- * Provide center space (room/building) and basic facilities such as tables and chairs appropriate for children, blackboard, shelves, kitchen and cooking utensils, etc.
 - * Safeguard and maintain equipment, center space, and all facilities of the center.
 - * Pay salary of the child care worker
 - * Plan and provide budgetary support for the maintenance of the center and the expansion of the target population.
 - * Assume other administrative responsibility in relation to the child care worker and the center.
- d) Provincial/City Social Welfare Office (P/CSWO) and Senior Home Management Technician
- * Provide administrative/technical supervision over SW/HMT in the implementation of the program.
 - * Monitor and evaluate program implementation
 - * Plan for the joint initial and continuing training of MSSD and extension workers.
 - * Submit required reports to the Regional Office
- e) Social Welfare Specialist and Home Economics Extension Specialist
- * Plan joint initial and continuing training for PCSWO/Sr. HMT
 - * Provide technical assistance to P/CSWO and Senior HMT

in the development and implementation of the program.

- Through the Regional Director, submit required reports to the central office.
- f) Bureau of Family and Child Welfare Extension
- License/accredit child care centers (BFCW only)
 - Provide technical consultation in the development and implementation of the program.
 - * Conduct periodic program evaluation
 - * Submit required reports to ECEP Coordinating Committee and other agencies concerned.
 - * Establish cooperation with other national government and non-governmental entities with related programs and services.

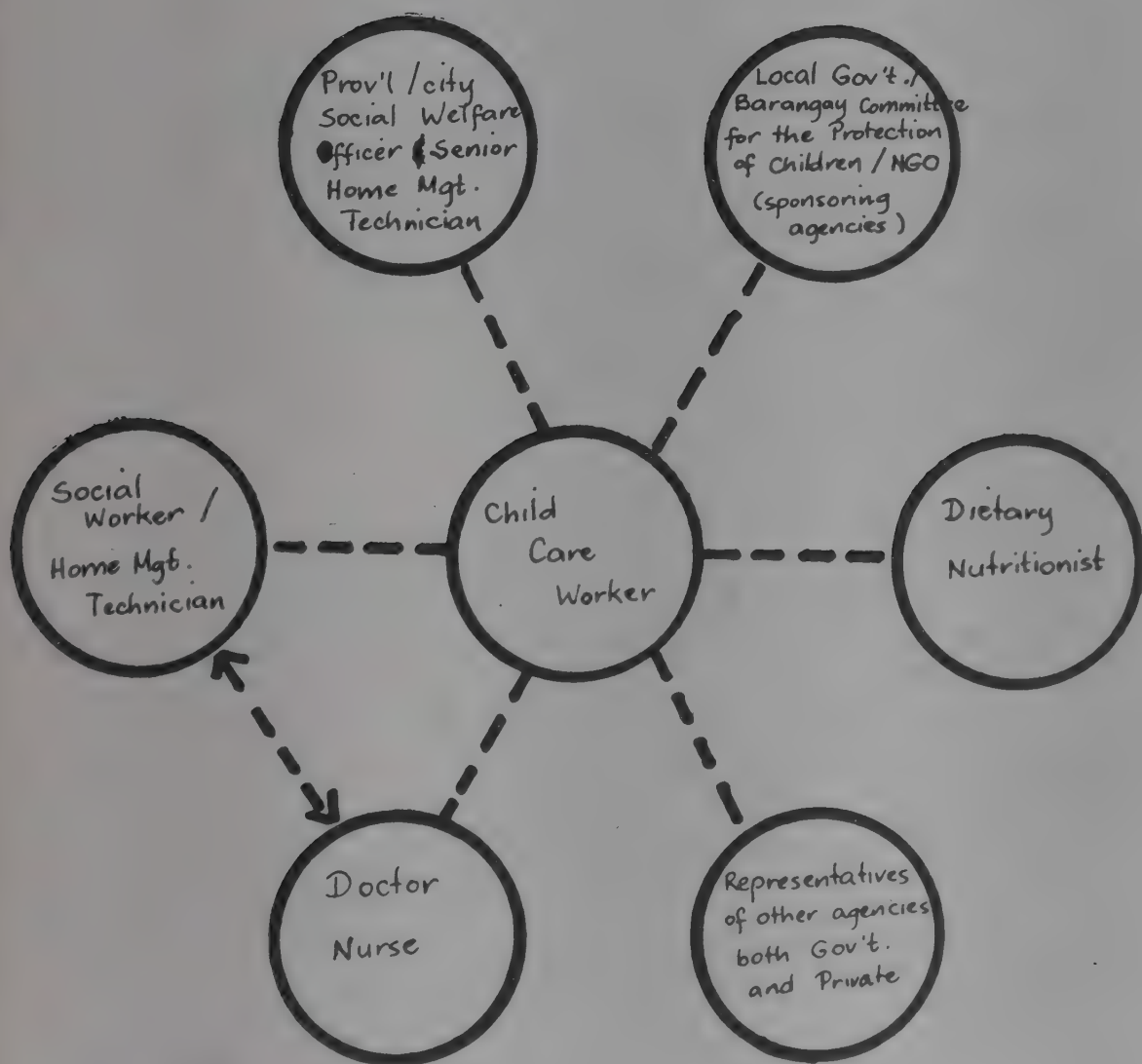


Fig. 1. The Child Care Worker and His Relationship with Staff Members in the Center and other Officers of other agencies.

WHAT IS A PARENT EDUCATION PROGRAM?

A Parent Education Program is an activity through which parents learn about child growth and guidance from a competent community worker. Training is done either in a group setting or on a person to person basis. Generally, the program consists of a series of meetings between parents and a community worker during which the latter gives and shares information on child growth and guidance. Parents are also encouraged to ask questions and discuss possible solutions to their child care problems.

The community worker who conducts parent education classes is someone who is knowledgeable in the area of child care and guidance. He is trained in the use of appropriate communication methods and techniques of human relations in dealing with different groups of parents. As trainor, he can choose from this manual the different methods and topic areas suitable to the needs of the particular group of parents he intends to serve. The choice of methods to be used will depend upon the characteristics of the parents in the group.

SCOPE

The scope of this program is limited to the care and guidance of children from conception to six (6) years of age. This parent education program is based on the following assumptions:

1. That parents can acquire the skills, understanding and attitudes which they can use in their role as parents in the home.
2. That parents can become effective teachers of their children.
3. That parents are willing to learn and change their attitudes so that they may help their children achieve or reach their highest potentials.
4. That children will ultimately benefit from a positive change in the behavior and attitude of their parents.

AIMS

The aims of this program are:

1. To assist in the dissemination of basic development of young children and their implication or significance to the caring process.
2. To develop an awareness in parents of the importance of the quality of early experiences in the total development of the child.
3. To encourage greater involvement of parents and other child care workers in the early education of children.
4. To give child care workers and other paraprofessionals the ability to organize and implement parent education programs.
5. To teach skills in the development of practical approaches and use of local resources for parent education programs.

6. To encourage paraprofessionals and other child care workers to act as change agents and motivators for the promotion of a better citizenry.

OUTCOMES

At the end of the program, the trainees will:

1. Identify the characteristics of growth and the different factors that influence the child's development.
2. Recognize children's needs at different stages of growth.
3. Distinguish the individual differences that make each child a unique person.
4. Be able to respond in ways appropriate to the child's feelings and needs.
5. Gain more knowledge and develop skills in meeting the needs of children and providing them enriching experiences.
6. Be able to reach and guide parents in the proper care of children to improve their children's total development.

At the end of the program, the trainer will:

1. Have gained more skills in organizing parent education programs in other communities by making use of available local resources.
2. Be able to teach more competently the basic concepts of growth and development and to impart information relevant to the needs of the parents.
3. Be able to train other paraprofessionals working directly with parents and children.

HOW TO ORGANIZE A PARENT EDUCATION PROGRAM

PLANNING AND ORGANIZATION

1. **KNOW THE COMMUNITY** by obtaining information directly from the local people through interviews, informal meetings, etc. Understand the community, its people, their needs, characteristics and resources. This will provide you with information essential for organizing the program. For example, knowing the types of occupation and means of livelihood of the community will help you decide on the best time to schedule parent education meetings. Information on local facilities and resources will help you to choose the most convenient place to meet.
2. **ASSESS THE NEED** for your particular program in the community. What are the needs and problems of pregnant mothers? Of parents with toddlers? Of parents with pre-school children? What other programs are currently offered in the community? Have there been past programs of this nature? Did they succeed,

or did they fail? Why? The answers to these questions will help you avoid meeting the same difficulties in the introduction and implementation of your present program.

3. INVOLVE THE COMMUNITY IN THE PRE-PLANNING STAGE by choosing the key people in the community, those who are well respected and who know the realities of the lives of the people you are going to work with, especially those who are interested and willing to help. Working with local people will break down the initial natural feelings of social distance and will provide an intermediary between the professional leader and the lay group. It should be made clear at this point that the program is intended for both parents, so if you involve parents in the pre-planning stage, you should be sure to interest both the father and the mother and not just one of them.
4. DECIDE on which segment of the parent population you will offer this program to. Will it be for the nursing mothers, for parents with pre-school children? Remember that parents like to learn only what they are interested in. Pregnant mothers will most probably be more interested in learning about infant care at this stage than about caring for pre-schoolers. However, these mothers may be interested in the other topics, too. So your decision will really depend on the data you have gathered regarding them.

STRUCTURING THE PROGRAM

After you have studied all the information you have collected, you are now ready to plan a program.

1. Meetings

- a. Number of and spacing between meetings. The number of meetings will depend upon the needs of the particular group of parents, the availability of the parents and the time and place of the meetings. Usually, the program will require a series of 8 to 12 meetings at weekly intervals. Parents, particularly those in the rural or low income group, may not give the program priority since they are more concerned with other pressing needs like earning a living. However, they will soon appreciate the importance of the series of meetings when they understand the reasons behind them.

The spacing of the meetings should not be too close nor too far apart from each other. More than one meeting a week might take too much of the time of the parents who have to attend to the other needs of the family. On

the other hand, if meetings are spaced too far apart, such, at every other week, the parents' interest may decline. Even if the parents come to the meeting, it will take a longer time to build up their interest again. Thus, regular weekly meetings are probably the most appropriate.

- b. Length of meetings. To maintain the interest of parents, meetings should not be shorter than 90 minutes and not longer than 2 hours unless you think it necessary to go on with a discussion which is lively and vital.
- c. Scheduling the meeting. Scheduling the meetings will differ from community to community and from group to group. As mentioned before, people in rural areas schedule their lives around seasonal activities and their livelihood;



people in the urban areas, particularly the low-income group, have their own particular and more immediate needs to attend to. Therefore, you should study the nature of the community, its life-style and needs before scheduling the meetings. Since fathers are an integral part of the program, you should also take their schedules into consideration before setting the time for group discussions.

- d. Choice of meeting places. The place where the meeting is to be held should have an atmosphere that is friendly, welcoming, and hospitable. It does not have to be a special hall or room. It could be an empty hut, a shady area under a tree, or the house of one of the parents. The important factor to remember when choosing a meeting place is that it should be close to the parents, is convenient, and is a place where everyone can feel at home.

2. Size of the Group

The size of the group should neither be too small nor too large so you can have a smooth exchange of ideas. Large groups proceed slowly and require more skills on the part of the trainor. So it is best to determine the group size not only on the basis of the characteristics of the members but also on the ease with which the group can handle.

3. Subject Matter to be Taught

The topic areas usually consist of the objectives and the relevance of the program, information about growth and development, characteristics of children at different developmental stages, and other skills necessary for the care and guidance of young children.

The topic selected for each session will depend on the interest of particular group of parents present. If most of them are becoming mothers for the first time, then you will probably teach them the basic needs of pregnancy and the newborn child. As mentioned earlier, the unit on growth and development should be presented to all groups of parents, because these are fundamental to the understanding of children. However, when presenting the other topics make sure that there is continuity and clarity of purpose.

4. How Do You Inform Parents of Your Program?

Announcements about the program can be made at barangay meetings, at the church, through prominent members of the community, or through other paraprofessionals who have direct contact with families. All these announcements should include the following information.

Name and address of the sponsoring agency
Brief description of the objectives of the program
Time and place of meeting or visit.
Starting date.
Number of sessions.
Place where the trainor can be contacted.

5. Methods

The methods to be used will vary according to the type of program and the kind of trainees in the group. If home visits are to be made, then you will be dealing with either one or both of the parents at a time. Sessions with the parents will then be on a more personal level.

In parent education classes, methods may vary according to the topic and the mood of the parent group. Some of the methods which can be used are:

- a. Lecture/Demonstration. This is probably the most popular, where the leader gives a talk which is followed by a discussion and/or questions from the group. The lecture/demonstration method may involve a guest lecturer who is invited to speak to the group on special topics such as children's diseases, birth, etc. Actual sample situations may be demonstrated (such as bathing the baby, teaching the children some activities, etc.) in order to help parents understand what the lecture is all about.
- b. Panel forum. Through this method, different experts are invited to share their ideas on a common topic. This is followed by a question and answer period with the audience.
- c. Role playing. This method is particularly effective when discussing the subject of discipline. Parents may act out the situations and discuss the different effects and solutions to their problems.
- d. Demonstration techniques, problem solving, case studies, games to improve skills in decision-making are other methods that may be used. Generally, you will give information to the group by means of an informal talk. You may use audio-visual aids such as posters, charts, flannel boards, slides, films or movies to make your discussions interesting. Informal talks are usually more successful if you keep in mind the following principles:
* To gain confidence, develop an interest in the subject matter and a strong desire to share it with others.

- * Prepare what you want to say, read through your material and be sure to understand it before you begin. Do not memorize or read from a whole manuscript. Use an outline.
- * Be sure you have the right amount of material for the time available.
- * Always introduce the topic with the first two or three lines of your talk.
- * Clarify general ideas with examples or illustrations. In explaining the interrelatedness of the different aspects of growth, show the effect of physical growth on the mental and social-emotional development of the child.
- * Avoid the use of technical terms. If they must be used, be sure they are clearly explained.
- * Make a summary of the main ideas discussed at the end of the talk. It will make them easier to remember.
- * Increase the involvement of parents by encouraging them to make suggestions and decisions for the program. Get them involved in the activities by giving them minor responsibilities which they are willing to take.

To become a successful leader, you must learn how to work with people and maintain wholesome and pleasant relations with them. Since rearing children is a very personal matter to most parents, it is important that you keep personal problems they have discussed to yourself in order to gain their support and confidence.

USING SKILLS OF COMMUNICATION AND HUMAN RELATIONS

1. Be polite and friendly.

There is much to gain in showing respect to parents who are willing to learn. Show respect and concern, so they will feel that they can discuss personal problems with you. Be friendly and treat them as equals. Show an interest in their problems and accomplishments. Always try to find something to praise and appreciate.

2. Be a good listener.

You must learn how to be a good listener. Let the parents do the talking. While listening, you will find out what the parents really want. Listening will also give the chance to know their points of view. Information from them will enable you to give better answer to their questions.

3. Treat all information as confidential.

Never discuss anything personal about one family with

another family. Let the people know that you can be depended on to keep personal information to yourself. Most parents will resent your discussing their children's mistakes with others.

4. Be sincere and trustworthy.

Never violate a promise to the group. If something beyond your control happens, such as, you get sick and will not be able to keep your appointment with them, be sure to inform them as soon as possible. Send them a note or better still, get someone to substitute for you.

Be sure that the information you give is accurate. If you do not know the answer to a question, it is better to say so honestly than to guess and give the wrong information. Saying "I do not know," however, is not enough. You should try to acquire the information. This could mean going to a doctor, a nurse, a clinic or a library to get the information.

5. Like the people you work with.

To be liked, one has to like others first. It may be difficult to get to like some people at the start, but if you try hard enough, you will soon start to sincerely enjoy being with them. This mutual appreciation between you and the parents will serve as a bridge through which you can talk to each other more easily. This pleasant relationship will make the people look forward to and welcome your visits and want to listen to your advice. In discussing personal matters, it is most important to know how the people you talk with feel about you.

6. Answer questions simply and directly.

People like to get answers they can understand. Keep your answer as simple as possible. Do not give more information than is needed. If necessary, use visual aids to make your answers clearer. Use familiar words; if possible, speak or learn the local language or dialect. Talk with, and not to, the people.

7. Be sensitive to the feelings of people.

When talking with people, observe their reactions. Make them feel comfortable. Watch for signs that will tell you when to stop or to continue talking. Give them sufficient time to explain themselves.

8. Keep yourself well-informed.

Make sure the information you give is up to date. Regularly consult responsible and knowledgeable people

and listen to what they recommend. Give away only information that is accurate. It is wise not to pretend that you know everything.

9. Understand and accept the cultural background of people.

Culture refers to the ways and customs of people — their food, language, songs, clothing, beliefs, child rearing practices, etc. People from different regions have different customs and habits. Most people do not like to have their customs and practices criticized. It is important to recognize, understand and accept cultural differences. New information, attitudes and skills in child caring can be introduced through many tactful ways set up in a well-planned parent education program.

EVALUATING PARENT EDUCATION PROGRAMS

At the end of each parent education program, it is advisable that you try to find out whether or not the program has achieved its objectives, how effective the methods used have been, and how much parents know before the program, and compare it to how much they have learned after. While it is difficult to evaluate the usefulness of the program to the parents and children in terms of applying what has been learned, it is worthwhile to find out whether or not the program has achieved its objectives.

The evaluation should consist of an honest examination of the program. Ask yourself these questions:

1. Objectives — Are the objectives suitable to this particular group of parents? How many of the objectives have been attained? How many have not been attained? Why?
2. Method — What were the methods used? Were they appropriate to the level of understanding and needs of the group? Was I able to express my ideas clearly through these methods? Was I able to get the parents' cooperation through these methods? Which method did the parents like best? Which did they like least?
3. Content areas — What were the topics discussed with this particular group of parents? Did the topics answer the needs of these parents? What other topics did they want to discuss? What other topics could have helped them more?
4. Degree of participation of parents — Were the parents enthusiastic about the program? Did they attend all the sessions? If not, how many topics did they miss? Did they ask many questions? Are they applying what they learned?



Parental satisfaction with the program can be measured by asking parents to answer the following questions:

1. In your opinion, did the program achieve its objectives?
2. Did it satisfy your needs?
3. Were the subject areas discussed suitable to your needs?
What other topics should have been included?
4. Were the methods of presentation used satisfactory? Was the trainor able to express his ideas clearly?
5. Do you have any other suggestions regarding methods used and topics taken?
6. Has the parent education program been helpful in making you understand your children better?
7. Do you think you will be able to guide your child more effectively and help him develop more fully?
8. Do you now appreciate your child better?

THE IMPORTANCE OF EVALUATING THE PARENT EDUCATION PROGRAM

It is important that you evaluate each program you conduct because the results of the evaluation will:

1. Give an indication of the success or failure of the program.
2. Identify the strong and weak points of the program.
3. Be used in the planning of future programs.
4. Help improve the program.

SUGGESTED TASKS OF CHILD CARE WORKERS

There are suggested typical tasks of a child care worker or aide in a day care center, a nursery or kindergarten school, or even at home. The tasks are the following:

TASK 1: Makes accurate observations and uses them to help children.

- a. Is objective and sensitive.
- b. Observes daily.
- c. Sorts facts from interpretation of behavior.
- d. Demonstrates accurate and concise recording of behavior.
- e. Concentrates when observing.
- f. Remains inconspicuous during observing time.
- g. Saves data on observations for discussion or conference.
- h. Uses observed data for helping children.
- i. Is honest in his treatment of data.

TASK 2: Guides the growth and development of the children.

- a. Uses positive direction — states to the child(ren) what is expected.
- b. Implements rules of the center, school or home.
- c. Recognizes individual differences among children.
- d. Aids each child to learn acceptable behavior patterns.
- e. Keeps realistic and consistent expectation.
- f. Leaves the choice to the child only when a choice is to be made by him.
- g. Permits decision-making by the children appropriate for them.
- h. Permits children to be as self-sufficient as possible.
- i. Guides behavior of the children by direct methods — physical and verbal.
- j. Guides behavior of the children by indirect methods — choosing and arranging equipment and materials, scheduling, manipulating environment, etc . . .
- k. Answers questions with honesty.

TASK 3: Guides children in their introduction to the center, nursery or kindergarten.

- a. Expresses to the child verbally and in actions that he is welcome and wanted.
- b. Shows a new child the center or school and allows him to look it over.
- c. Reassures parents that tears are normal.

- d. Calls children by their first names — name tags helps them to be sure of their correct names.

TASK 4: Helps children in developing desirable health and safety habits.

- a. Has an awareness of the common childhood diseases.
- b. Has a basic knowledge of first aid techniques.
- c. Knows the location of first aid equipment.
- d. Has an awareness of the special medical needs of every child in the group with which he works.
- e. Knows the location of and has access to emergency information for each child in case of an emergency.
- f. Discusses, as soon as is feasible, an emergency with the children — uses it as a learning experience.
- g. Uses habits of personal hygiene which promote physical well-being.
- h. Practices the approved health, safety, and sanitation measures of the center, school, or home.
- i. Helps children in the routines of handwashing, towel usage, teeth brushing, bathing, changing clothes, etc.
- j. Helps to maintain health and safety of the children during such activities as play, rest, food service, and other routines.
- k. Practices procedures of safety by being alert to situations in the environment involving hazards to the safety of the children such as removing unsafe toys.
- l. Uses praise with children for taking care of themselves.

TASK 5: Guides children in toileting.

- a. Demonstrates an awareness of the needs of children, recognizes the signs of a children's need to use the toilet; reminds the children.
- b. Recognizes when help is needed and gives it.
- c. Encourages hand washing and flushing toilets.

TASK 6: Plans, prepares, and carries out simple meals and snacks for children.

- a. Has knowledge of basic nutrition.
- b. Helps plan for varied meals and snacks.
- c. Serves small portions — gives a chance for second serving.
- d. Gives children opportunities to prepare food or to prepare meals, clean raw vegetables and fruits, and to serve snacks, pour beverage, set table, etc.

- e. Helps children get ready for snacks and mealtimes.
- f. Encourages children to eat — does not force them.
- g. Helps children to develop positive and acceptable attitudes towards nutritious foods.
- h. Helps children to understand the importance of nourishing food.
- i. Takes advantage of opportunities to teach children the concepts of color — orange, green, etc.; full, empty; or piece; round; etc.
- j. Cleans, organizes food after snacks and meals — tables, floors, dishes, food storage, garbage disposal, etc.

TASK 7: Prepares for and supervises the rest period of the children.

- a. Gets children prepared for rest time by providing them with quieting activities such as music, poetry, stories, games, conversation, etc.
- b. Helps children in their reading period by getting rugs, mats, using the bathroom, removing shoes, socks, slippers, etc.
- c. Supervises the rest period — is tranquil and relaxed to serve as a model for the children.
- d. Maintains consistent procedures in the rest period.
- e. Helps children in putting up mats, rugs, sheets.
- f. Sees that all equipment are completely and properly put away.

TASK 8: Provides for an interesting, comfortable environment for children.

- a. Helps regulate the lighting, ventilation, and heat.
- b. Helps in the care of the children's clothing — changing, and storing their clothes.
- c. Guides children in the care and use of clothes, toys, and other materials.
- d. Helps children to put away equipment and toys used.
- e. Returns materials used to the proper storage area.
- f. Helps keep equipment and supplies in usable condition.
- g. Helps a child clean up after an accident happens as in the case of spilled water, paint, etc.
- h. Assumes responsibility for cleanliness in the center, school, or home as the needs arise — toilet, work surfaces, pet area, play area, food area, etc.
- i. Anticipates the proper materials needed for the next

activity and places them in the convenient place.

TASK 9: Assumes responsibility for organizing and directing inside play of children.

- a. Provides numerous media for children (dramatic play, blocks, art, music, etc.).
- b. Allows children to work out own problems as much as possible.
- c. Helps children use toys creatively.
- d. Helps stimulate children to use their imagination.
- e. Helps see that equipment is easily available to children.
- f. Encourages sharing and taking turns.
- g. Encourages language development.
- h. Helps children pick up and put toys and equipment away in keeping with their age level abilities.

TASK 10: Assumes some responsibility for organizing and directing outside play of children.

- a. Permits children to move around more outside than inside. (This is within reason.)
- b. Helps get children ready for outside activities by toileting and getting hats or covers for their heads.
- c. Demonstrates keen alertness for safety precautions.
- d. Allows children to solve their own problems as possible.
- e. Observes children closely at play and helps when needed.
- f. Allows children to choose their own activities, at least some of the time.
- g. Provides play opportunities for children to use large muscles.
- h. Helps children pick up toys and return them to their respective places.

TASK 11: Assumes some responsibility for organizing and directing manipulative play of children.

- a. Sees that equipment and toys are available to children.
- b. Encourage constructive play.
- c. Encourage sharing and group play.
- d. Listens to children.
- e. Encourages development of number concepts.
- f. Encourages language development.
- g. Helps children pick up toys and equipment.
- h. Sees that the area is left in order.

TASK 12: Assumes some responsibilities for organizing and directing the musical activities of children.

- a. Uses many expressions of music in center activities — rhythm band instruments, songs, fingerplay, records, marching, body movement, etc.
- b. Uses music in several ways — special times, between activities, relaxation and rest times, occasionally at mealtimes, art and work periods.
- c. Organizes and gets equipment ready.
- d. Encourages children to participate.
- e. Uses music experiences to teach concepts — body parts, numbers, etc.
- f. Knows where music equipment is stored.
- g. Is able to operate a record player.
- h. Knows several songs.

TASK 13: Chooses appropriate books which are to be read to children.

- a. Shows awareness of different types of stories — people, animals, weather, make-believe, etc . . .
- b. Chooses stories which relate to other activities.
- c. Chooses stories which are appropriate to age level, interest, and needs of children.
- d. Understands the importance of colorful, large, fairly simple pictures and illustrations.

TASK 14: Reads to children.

- a. Practices reading the story before reading it to children.
- b. Sits with children either on their level or only slightly higher one.
- c. Presents stories in an appropriate, interesting manner.

TASK 15: Helps plan and carries out excursions for children.

- a. Helps select experiences appropriate to ages and interest on the children involved.
- b. Helps get children ready — plans, discusses, reads stories, etc.
- c. Helps children in anticipation of what to look for, what to expect.
- d. Helps collect, record, and file written permission of parents.
- e. Helps with the last-minute details of getting children ready — grouping, putting on name tags, taking to bathroom, etc.
- f. Keeps up with every child assigned to him.

- g. Makes sure that the children in his care observe safety rules — e.g., in riding a bus or car, etc.
- h. Helps children see points of interest, and encourage conversation.
- i. Takes along supplies for emergencies — first aid kit, towels, extra clothes, etc.
- j. Helps with activities for follow-up of trip — conversation, dramatic play, art work, etc.
- k. Helps plan and care for children who do not join the excursion.

TASK 16: Writes (Prints) in a manner appropriate for the use of young children.

- a. Uses clearly and correctly formed letters.
- b. Does not force the children to write.
- c. Verbalizes to the child as the word is being written.

TASK 17: Participates effectively as member of the childcare team.

- a. Becomes familiar with duties, schedules, policies, etc.
- b. Learns early the names of the employer, other employees, parents, and children.
- c. Cooperates with other workers.
- d. Accepts assignments and responsibility willingly.
- e. Helps in the overall evaluation of each individual child.
- f. Accepts willingly additional responsibility as needed.
- g. Shares ideas during a staff meeting.
- h. Accepts constructive criticism from his supervisor or other superior.

TASK 18: Participates effectively with parents' organization and programs.

- a. Knows the names of parents.
- b. Takes messages from and to parents.
- c. Communicates in an effective manner.

TASK 19: Plans and carries out simple experiences with children using the scientific method.

- a. Plans for activities using sensory experiences.
- b. Organizes equipment and supplies.
- c. Uses the right method of inquiry with the children.
- d. Answers questions of children truthfully and clearly, but not with unnecessary detail; admits frankly when he does not know, but finds out.
- e. Asks questions which help lead toward discovery.
- f. Helps plan a wide variety of experiences.

- g. Helps relate the experiments performed to everyday living.
- h. Cleans up and properly stores away equipment.

TASK 20: Assumes some responsibility for organizing and directing art activities of children.

- a. Is acquainted with several kinds of painting.
- b. Encourages the use of different art media.
- c. Organizes and has supplies ready -- mixes paint, cut paper, makes clay balls, prepares play dough, etc.
- c. Helps the children get ready for art activities.
- e. Works with children in art activities.
- f. Encourages children to participate.
- g. Uses comments which are appropriate and helpful to children.
- h. Helps children as needed -- does not impose own ideas on children.
- i. Helps stimulate children to use their imagination.
- j. Writes child's name and any other data desired on an art project.
- k. Displays work of children -- changes it often.
- l. Encourages parents to display work of children at home.
- m. Knows where and how art supplies are stored.
- n. When feasible, uses proper clean up and storage methods involving children.
- o. Sees that the art area is completely cleaned after work.

TASK 21: Assumes some responsibility for the development of children.

- a. Serves as an appropriate model for language usage.
- b. Uses appropriate verbalization with the children in the use and care of materials.
- c. Encourages conversation among the children and listens to them attentively.
- d. Helps individual or small groups of children as needed in pre-planned, specific language activities.
- e. Plans, prepares and uses with the children games which aid in language development.
- f. Uses with the children pre-planned, special activities.
- g. Involves children in other listening, talking, recalling, etc. activities.

TASK 22: Assumes some responsibility for organizing and directing other related activities of children.

- a. Plans, prepares, and uses with the children activities for number and social living experiences.
- b. Helps teach concepts to children.
- c. Helps each child to participate at various times alone and in small and large group activities.
- d. Helps children to become more aware of themselves and others.

TASK 23: Provides for some special, additional, or different needs of infants and toddlers.

- a. Has an awareness of the rapid growth of infants.
- b. Demonstrate practices in working with infants, which show an awareness of rapid changes in the children.
- c. Shows special warmth and affection – “mothering” – needed by infants.
- d. Shows a special desire to care for infants.

TASK 24: Provide play experiences suitable for various stages of development of infants.

- a. Demonstrates acceptable verbalization with the infants.
- b. Arranges the materials and toys of the center home to provide listening, looking talking, feeling, pushing, pulling, and exploring experiences for infants according to their needs.
- d. Limits play times to reasonable lengths.
- e. Changes toys and varies play experiences frequently.
- f. Demonstrates the use of the everyday activities and routines in learning and play experiences of the infants.

TASK 25: Keeps daily records of necessary information on individual infants.

- a. Records upon arrival of infants any information given by the parent.
- b. Records necessary information concerning feeding, bowel movements and any other pertinent information on care while infant is at the center.
- c. Displays the record in a prominent place so it is easily seen by the parent.

TASK 26: Plans, prepares and carries out acceptable practices in feeding infants.

- a. Demonstrates a pleasing, calm attitude in feeding babies.
- b. Demonstrates ability to feed different ages of infants.
- c. Is acquainted with the changing food needs and eating abilities of infants.
- d. Demonstrates ability to warm food and milk.
- e. Demonstrates ability to burp a baby.
- f. Demonstrates ability to prepare infant food from appropriate food in the solid state.
- g. Follows the prescribed schedule.
- h. Cleans up after feeding.

TASK 27: Uses acceptable practices in bathing the baby.

- a. Organizes bath materials.
- b. Practices appropriate safety habits.
- c. Helps the baby to enjoy bath time.
- d. Returns materials to proper storage places and cleans up after bath.

TASK 28: Uses acceptable practices for providing rest and sleep to infants.

- a. Is acquainted with the changing needs of infants for rest and sleep.
- b. Demonstrates acceptable procedures in getting children to rest and sleep.
- c. Demonstrates desirable safety procedures in rest and sleep.

TASK 29: Provides clean clothes and dresses infants adequately.

- a. Demonstrates ability to dress infants with diapers and other wearing apparel.
- b. Demonstrates ability to choose clothes according to temperature and humidity.
- c. Demonstrates the ability to watch infants closely to determine when clothes need to be changed.
- d. Changes infant clothing soon after the need for change arises.

TASK 30: Provides an interesting and comfortable environment for infants.

- a. Is alert of environmental dangers.
- b. Supervises the children's safety so that they receive a minimum of bumps, falls, etc.
- c. Stores away materials which infants do not immediately need, and keeps them out of children's reach.
- d. Demonstrates ability to use materials around infants in an interesting and creative way.

SOME PERSONALITY TRAITS OF A SUCCESSFUL CHILD CARE WORKER

He/She must be one who:

1. Goes out of one's way to help others.
2. Is dependable.
3. Shows concern for others.
4. Is knowledgeable without affectation.
5. Shows empathy and patience.
6. Is honest.
7. Avoids sarcasm.
8. Accepts others as they are.
9. Is tolerant
10. Is ethical and discreet.
11. Has good sense of humor.
12. Is loyal.

The health habits of an individual influence her or his readiness and state of physical well-being. He/She should:

1. Be free from disease.
2. Recognize and acquire the amount of sleep necessary for accomplishing the necessary task for the next day.
3. Have the energy and well-being necessary for working with young children.
4. Maintain good mental health.

OTHER CHARACTERISTICS DESIRABLE FOR A WORKER WITH CHILDREN

She/he must be one who:

1. Is energetic.
2. Is able to be out in all kinds of weather.
3. Is able to move quickly in an emergency, but is calm enough so children will not be upset.
4. Is able to see all around her. As she is helping a child or doing one thing, she observes what the rest are doing.
5. Possesses good hearing.
6. Has good sense and "stomach stability" and does not get upset when a child vomits, has a bloody accident, or fouls up in the toilet.
7. Is agile enough to move around with the children easily and ready to bend to their level.

HOW TO PREVENT COMMON ILLNESSES AMONG 0-6 YEAR OLDS

A. Why prevent illnesses?

Prevention of illnesses saves life. It keeps the young children healthy and happy. It costs so little and prevents worries. It saves a lot of family and national resources. Loss of learning time for the children and working hours for parents are avoided. Preventing illnesses or early treatment also protects young children from disabilities and handicaps.

B. How to prevent illnesses?

Here are simple preventive guidelines to protect young children from common illnesses:

1. Protection of the baby from illnesses starts at conception. Regular and adequate pre-natal care is important. Pregnant mother must be well-nourished. She should keep herself healthy. As much as possible she must avoid anxiety and worries.
2. Breastfeed the baby for as long as there is milk.
3. Regular check-up at a well baby clinic or at health center even if the baby is not sick. The use of the homebased growth chart is highly recommended.
4. Maintain good nutrition with well-balanced nutritious meals. Give enough water or fluids (juices, soup).
5. Provide clean water for drinking and washing. (Preferably boiled water for drinking).
6. Bathe the baby daily and clean particularly the ears, nose, fingers and external genitalia. Always keep the fingernails short and wash the hands with soap and water before and after meals.
7. Keep the home and surroundings clean.
8. Always keep the baby's eating equipment clean and sterilize the bottles and nipples (for bottlefed babies).
9. Provide opportunities for the baby to have a balance of rest and exercise.
10. Avoid bringing the baby to crowded places.
11. Expose the baby to early morning sun (before 9 A.M.) everyday.
12. Use appropriate clothing for all types of weather. Avoid exposure to sudden changes of temperature.
13. Give complete available immunization for some common communicable diseases (like tuberculosis, whooping cough, polio, etc.)

IMPAIRMENT/DISABILITY INDICATORS

There are simple steps to follow in identifying children with disabling impairments. There are general screening procedures which will help you detect any clue or signals (indicators) of impairment. Such procedures will not result in diagnosis. They only serve as a guide on how to identify early disabling impairments.

1. KNOW THE CHILD.

- * Learn about the child from the time he was conceived (pre-natal period) until he is born. It is advisable for parents to keep the records about their own children, records about delivery, immunization and hospitalizations, weight and height, and doctor's prescriptions.
- * From conception until birth:
 - How long was the pregnancy? Nine months or less?
 - Did the mother have any illness like bleeding, prolonged fever, drugs taken, x-ray exposures especially during the first 3-4 months of pregnancy?
 - Did the mother suffer from any severe or prolonged emotional stress or anxiety during pregnancy?
 - Was the mother severely malnourished?
 - Did the mother have any difficulty during labor? Normal delivery? Breech when feet came out first followed by head or by Ceasarian operation (belly-opened-up) by doctor to get baby out of womb.
 - How long was the labor? Beyond 24 hours for 1st born children; beyond 12 hours for non-first born children.
 - Did the baby cry right away upon birth? Did he have any difficulty in breathing?
 - Or were there any unusual events during pregnancy, labor or at birth?

2. GATHER INFORMATION

- * Observation of parents, relatives, others:
 - Abnormalities/illness of child.
 - Unusual events, child actions, reactions, feelings
 - Recent hospitalization; medications taken
 - History of allergies, history of asthma
 - History of fall, poisoning, burns, accidents
- * Systematic questioning
 - 1. Vision:
 - Does not follow slow or moving objects?

- Cannot see at night or with dim light or stumbles frequently in the dark?
 - Eye pain, double vision, frequent headache?
 - Cannot see very near or far objects?
 - Cannot see at all?
2. Sleeping:
- Frequently sleeps or prolonged sleeping?
 - Disturbed sleep, easily wakes up?
 - Irregular sleeping hours?
 - Insomnia, sleepwalking, nightmares?
3. Hearing:
- Does not look for source of sound? (Flick finger or ring a bell from behind and observe if child turns his head towards the sound.)
 - Ear pain?
 - Cannot hear conversational voice?
 - Cannot hear at all?
 - Asks for repetition or questions?
 - Tends to talk in a loud voice?
 - Brings the better ear to source of sound?
 - Difficulty in following rhythmic sounds?
4. Smelling and Tasting:
- Cannot distinguish different odors or tastes?
 - Frequent colds, headaches?
5. Talking:
- Stammering ("utal-utal")?
 - Lisp ("bulol")?
 - Slurring?
 - Delayed speech?
 - Hoarseness?
 - Loss of voice?
6. Feeding:
- Does not suck or has difficulty in sucking?
 - Has difficulty in swallowing and chewing?
 - Does he have other feeding difficulties?
 - Regurgitates?
 - Vomits easily?
 - Frequently chokes?
7. Breathing:
- Rapid or difficulty of breathing when at rest or during play? Withholding of breath?
8. Elimination of Waste:
- Frequent diarrhea or constipation?

Difficulty in bowel movement?

Strains too much?

- Passes out worms?
- Difficulty or painful urination?
- Scanty urination?

9. Feelings and relationship with others:

- Easily irritated?
- Bites or fights with anybody?
- Cries easily?
- Very quarrelsome?
- Clings often to mother or primary caretaker?
- Excessive fears?

10. Motor Activities:

- Difficulty in moving body parts?
- Motor delays? (Inability to support head, sit, crawl, stand, walk, run, jump, etc.)
- Moves frequently (hyperactive) than other children of the same age?
- Cannot stay in one place for a long time?
- Has frequent repetitive movements?

11. Mental Status:

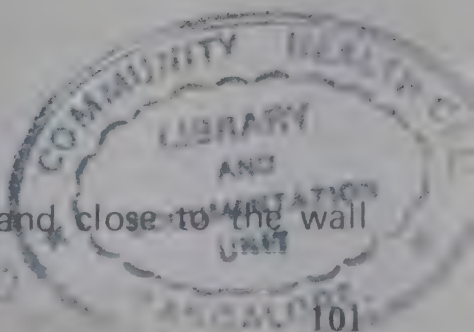
- Does he have convulsions, fainty spells?
- Is he unresponsive?
- Is he usually confused?
- Is he usually drowsy?
- Is he irritable?
- Is he apathetic?
- Is he disoriented?
- Has he ever been comatous?
- Has he ever been unconscious?

12. Learning Activities:

- Is not curious?
- Does not explore?
- Afraid to touch or look around?
- Cannot concentrate on anything?
- Does not finish any tasks?
- Frequently moves from one play material to another?
- Easily gets distracted?
- Very short attention span?
- Cannot follow simple instructions?
- Easily gets confused?

13. Get the Weight and Height of the Child.

- * For height you may ask the child to stand close to the wall



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and mark the highest level of his head.

- * Inquire about feeding of child. Breastfed? or Bottlefed?
Supplementary feeding? At what age?

14. Observe Closely or Examine the Baby from Head to Feet. Look for the Following Clues or Signs (Indications):

* Head:

- Very big (hydrocephalus) or too small (microcephalic)
- Any head deformities
- Hair is thin and brittle or easily pulled out
- Early baldness, change of hair color
- Fontanels ("bumbunan") bulging or depressed, premature closure

* Eyes:

- Involuntary eye movements
- Discharges, bleeding, redness of eye
- Blind, cloudy white spots on the eyes
- Frequently winks the eyes or any involuntary eye movement, frequent rubbing of eyes.
- Missing parts
- Deformities, "cross-eyed," asymmetrical eyes. Cannot see at night or with dim light.
- Blank look, not alert or dull
- Color blind (present red and green objects) to be recognized for older children 3 and above
- Inability to close eyelids

* Ears:

- Discharges (watery, yellowish, foul smelling)
- Bleeding
- Deformities
- Missing parts

* Nose:

- Discharges
- Deformities
- Missing parts
- Abnormal growth

* Mouth and Lips

- Deformities, big/protruding or too small tongue, involuntary movements of tongue
- Drooling of saliva
- Harelip
- Cleft palate
- Dental caries (teeth decayed)

- * Face
 - Moon-faced, flabby, with deformities; abnormal growth
- * Throat: (Let child say — Aah!)
 - Enlarged tonsils
 - Deformities
 - Abnormal growth
- * Neck
 - Enlarged nodes at the sides
 - Palpable mass (thyroid) in front
 - Sores
 - Deformities; abnormal growth, webbed neck
 - Abnormal posture and difficulty of movement due to pain.
- * Chest and Heart:
 - Rapid breathing; protruding in breathing
 - Deformities, protruding chest, very visible ribs; humps or prominent bones, abnormal enlargement of breasts, difficulty of movement or posture.
 - easily gets tired
 - Cannot sleep flat, needs extra pillows in sleeping.
- * Body (trunk)
 - Over distended belly
 - Umbilicus protruding (hernia) deformities
 - Exaggeration of curvatures
 - Humps
- * Sex Organs (Males)
 - Missing testicles ("eggs")
 - Penis too small or too large for age
 - Deformities
 - Sores
- (Females)
 - Deformities of external genitalia
 - No opening of vagina (imperforated hymen)
 - Sores, itchy yellowish or whitish discharge from vagina
- * Anus
 - No opening at birth, protrusions, sores
 - Itchiness at night, worms coming out
- * Extremities (hands, arms, legs and feet):
 - Deformities
 - Missing or extra fingers/toes
 - Swelling
 - Difficulty or restriction of movements, stiffness
 - Too thin
 - Abnormal size, webbing of fingers/toes, clubbing

- Asymmetrical, limping, involuntary movements
- Abnormal walking, weakness and wasting of limbs
- * Skin:
 - Pale; dry; wrinkled
 - Abnormal discolorations — yellow, white spots, or brownish, bluish, red spots
 - Itchy small eruptions
 - Abnormal growth

15. Inquire About Some of the Psychological Indicators — i.e. Factors not Directly Related to the Health of the Child

- * Broken families? Mother unwed? Separated? Divorce or deceased parents?
- * Illegitimacy
- * Not stimulated (not cuddled, not talked to, not played with)?
- * Does not like to play with peers, withdraws from adults and peers
- * Early and prolonged separation from mothers or parents or primary caretaker especially around 18 months of age
- * Frequently left alone in the duyan or hammock or crib
- * Frequently or severely punished by physical harm (spanking, withholding food, whipping, prolonged confinement) or by scolding or shouting and shaming in front of peers.
- * Traumatic experiences like surgical operations; prolonged hospitalization and other harmful experiences

SUMMARY OF GENERAL INDICATORS OR SIGNS OF DISABLING IMPAIRMENT

- * Pre-natal period and until birth:
 - History of "abnormal pregnancy," history of illness, drugs, x-ray, excessive anxiety.
 - Mother severely malnourished or sickly before and during pregnancy
 - Prolonged, difficult labor
 - Abnormal delivery -- breech or "caesarian baby"
- * At birth:
 - Blue baby or too pale
 - Did not cry for a long time
 - Head very big or too small
 - Premature or post-mature by age and weight
 - Does not respond to slapping of feet
 - Muscles too soft or limp
 - Weak or no pulse

- Breathing very slow
- * Birth — 6 years:
 - Stunted growth
 - Developmental delays (motor, language, social, mental, emotional)
 - Not curious; does not explore the surrounding
 - Recurrent or prolonged illness
 - Uncorrected deformities or lack of body parts at birth
 - Deformities or lack of body parts due to accidents
 - Easily gets sick, easily becomes tired
 - Malnourished, not breastfed at birth

COMMUNITY SIGNALS OR INDICATORS

- * Very high incidence of moderate to severe type of malnutrition (based on OPT --- Operation Timbang) above 20-30 and 5-6% of moderate and severe malnutrition respectively.
- * High incidence of diseases and deaths
- * Low income families
- * Urban, slum communities with very poor environment, crowded, no adequate drainage, no sewerage system
- * Rural communities unreachable by usual means of transportation
- * Absence of trained medical or health personnel in the community
- * Low literacy rate, high incidence of drop-outs

EVALUATION

What is Evaluation?

It is a periodic and organized way/process of checking the success of the training or program. The decision on whether the program is successful or not is reached by determining whether the objectives are being attained. Evaluation of training program will show:

1. Changes in knowledge acquired
2. Changes in attitude of participants towards the project and members of the group
3. Changes in skill as regards the focus of the training
4. Strengths and weaknesses of the training

Why do you need to evaluate?

1. To measure or find out what has been achieved
2. To know whether you are moving in the right direction
3. To find out whether set objectives are achieved; to identify

reasons for failure or success in attaining objectives.

4. To identify strengths and weaknesses in terms of methods and content; to find solutions to problems or determine where improvement is needed.
5. To gain support for continuation or expansion of the training program
6. To justify past or future expenditures and get proof on the value or importance of the training program

Records and Records Keeping

Keeping of records and using information are important tasks of the child-care worker to insure continuity of information about the children especially when a new worker takes over. It will also provide data for future planning and for research and evaluation purposes.

Why are records useful?

1. They are needed in monitoring activities and guiding your work
2. They serve as a warning system; they can tell how much and how well the objectives are being attained within the time specified
3. They are a basis for successful cooperation with other agencies and local organizations

SIMPLE TESTS FOR SIGHT

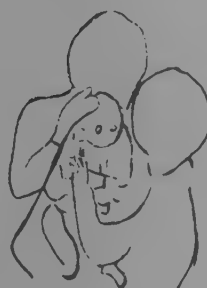
FOR CHILDREN UNDER 4 YEARS BUT OVER * 3 MONTHS

For Children Under 4 Years but Over 3 Months.

Test his sight by using a candle. This candle is lighted and held 30-50 cm. (12-20 inches) in front of the child while the child is sitting. Then move the candle from side to side.

If the child can see, his eyes will follow the candle as you move it.

If the child's eyes do not follow the candle, repeat the test 2 or 3 times. When you are sure that the eyes do not follow the candle, you will know that this child has difficulty with seeing.



For Children Aged 4 and Above

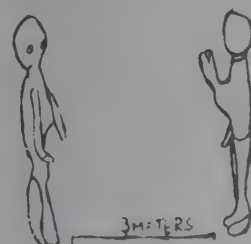
Stand at a distance of 3 meters in front of the child. Then hold up three fingers of one of your hands and ask the child to count them.

If the child cannot count, ask him to hold up his fingers in the same way as you.

If the child does either of these, he will not need any training.

If the child cannot do either of these 2 things then the child needs some training.

Children with seeing difficulties may be referred for medical services.

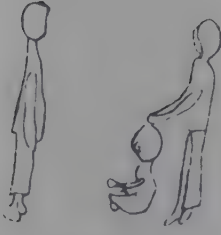


SIMPLE TEST FOR HEARING

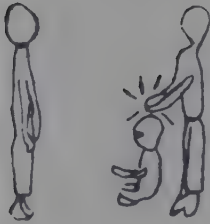
Hearing difficulties may be found at birth or acquired in life. Very often parents are not aware of hearing problems in children who are small. They may, however, notice that they react to sounds like other children of the

same age. If in doubt, you can test hearing difficulties in the following way:

For Children Under 5 Years



Put the child on the floor in a sitting position. Ask the child to look at the wall or a tree in front of him. Go behind the back of the child and bend down so that your hands are about 5 cm. above the back part of the head of the child. Your hands should not be visible to the child. Now ask another person to watch the eyes of the child. Clap your hands loudly above the head of the child.



If the child can hear, he will blink just after you have clapped your hands. Repeat three times to make sure. If the child does not blink, he probably has difficulty in hearing.

For Children Above 5 Years



Ask the child to sit down and sit down yourself about 5 meters in front of the child. Tell the child you are going to say a few numbers like "four," "sixteen," "seven" and that you want him to repeat them. Then you should cover your mouth with your hands and slowly say four different numbers. Then ask the child to repeat them. If he can do so correctly, there are no hearing problems.

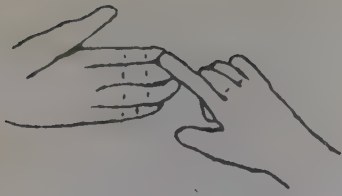


If the child is unable to repeat them, he may have a hearing problem and then you should do the test described for children under 5 to make sure.

A SIMPLE TEST FOR REDUCED FEELING IN THE HANDS AND FEET

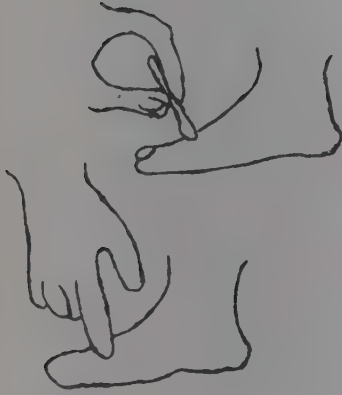


Some diseases might cause a reduced feeling in the hands or feet. This might be difficult for the child to



find out; usually an absence of feeling causes wounds because he cannot feel when he cuts himself with a knife or when he burns himself. You can test the feeling of skin by using a piece of cotton or cloth.

Tell the child first that you are going to touch a part of this skin with the cotton/cloth and that he should keep his eyes closed at this time. Then the child should point with one finger to the place on the skin where he felt your touch with the cotton/cloth.



In this way, you can test several parts of the hands and feet to see if the child has reduced feeling.

If possible, children with reduced feeling in the hands and feet should be referred for medical care.

SPEAKING

Difficulties with speaking may be due to some diseases or due to other problems, for instance, learning difficulties. It may also be combined with moving difficulties, or be the result of hearing problems.

Usually a child should be able to say a few words correctly at the age of 2. If a child aged 4 or above or an adult cannot make himself/ herself understood when he/she speaks, then there is a speaking difficulty.

The day care worker who makes a round of home visits may conduct a survey of common disability among children in the community. Such a survey can use the following simple survey form.

A SURVEY OF COMMON DISABILITIES

Please count the number of children with the following problems:

PROBLEM	NUMBER
1. cannot get up from bed	
1. cannot get up from bed; from chair	:
2. cannot walk around	:
3. has difficulties in walking	:
4. has difficulties to squat or bend back	:
5. cannot use arms and hands	:
6. has reduced feelings in hands or feet	:
7. has difficulty with seeing	:
8. has difficulty with hearing	:
9. has difficulty with speaking	:
10. cannot feed himself	:
11. cannot dress himself	:
12. cannot wash and bathe alone	:
13. cannot go to toilet alone	:
14. does not participate in group play	:

Submitted by:

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